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ABSTRACT

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel increase the knowledge and skills needed to conduct a followup study of program leavers and ensure that follow-through assistance for clients is provided. It begins with a section that presents the module goal and a listing of the eight competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. Appendixes include a copy of the Family Educational Rights and Privacy Act and sample followup questionnaires. (YLB)

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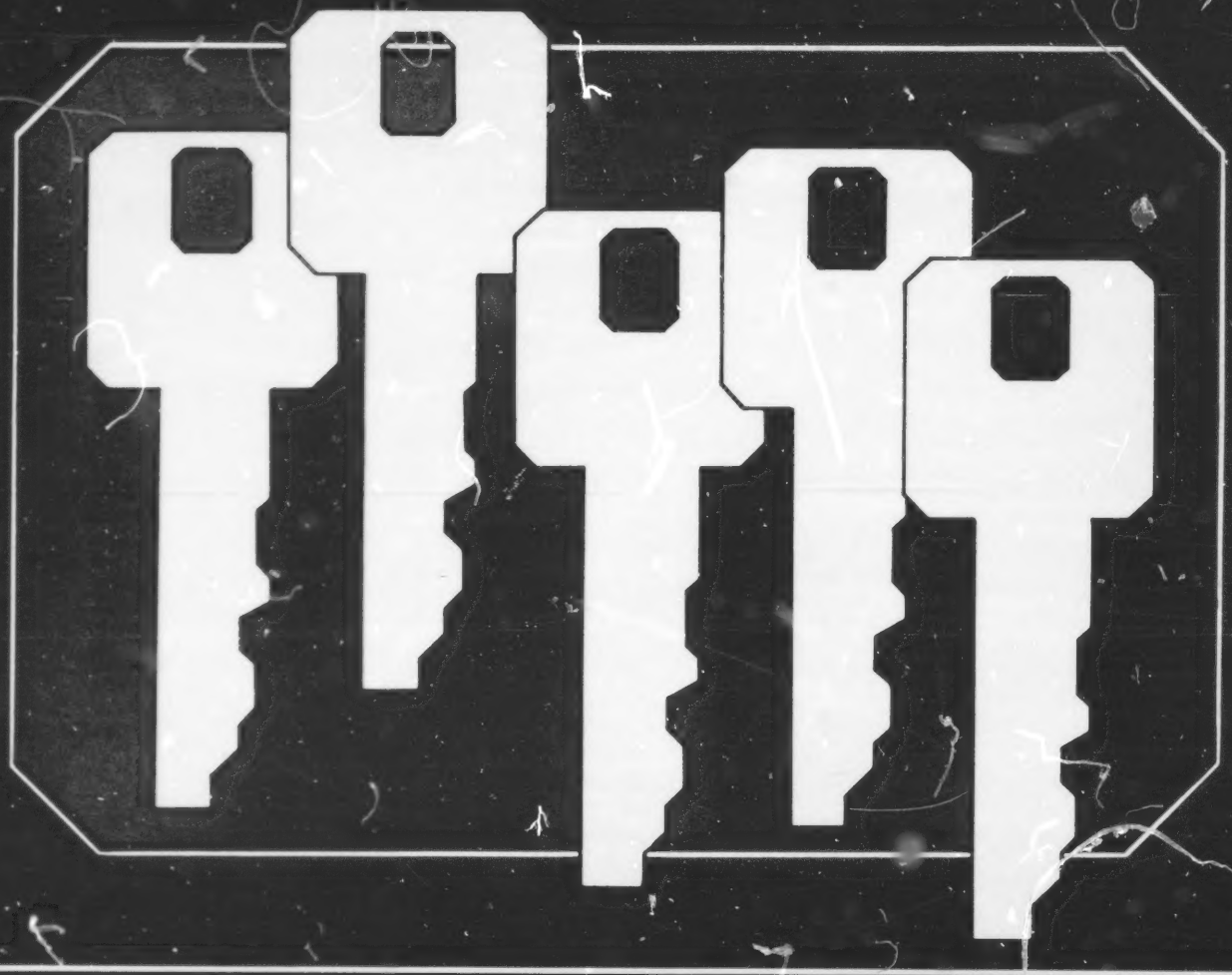
Facilitate Follow-up and Follow-through



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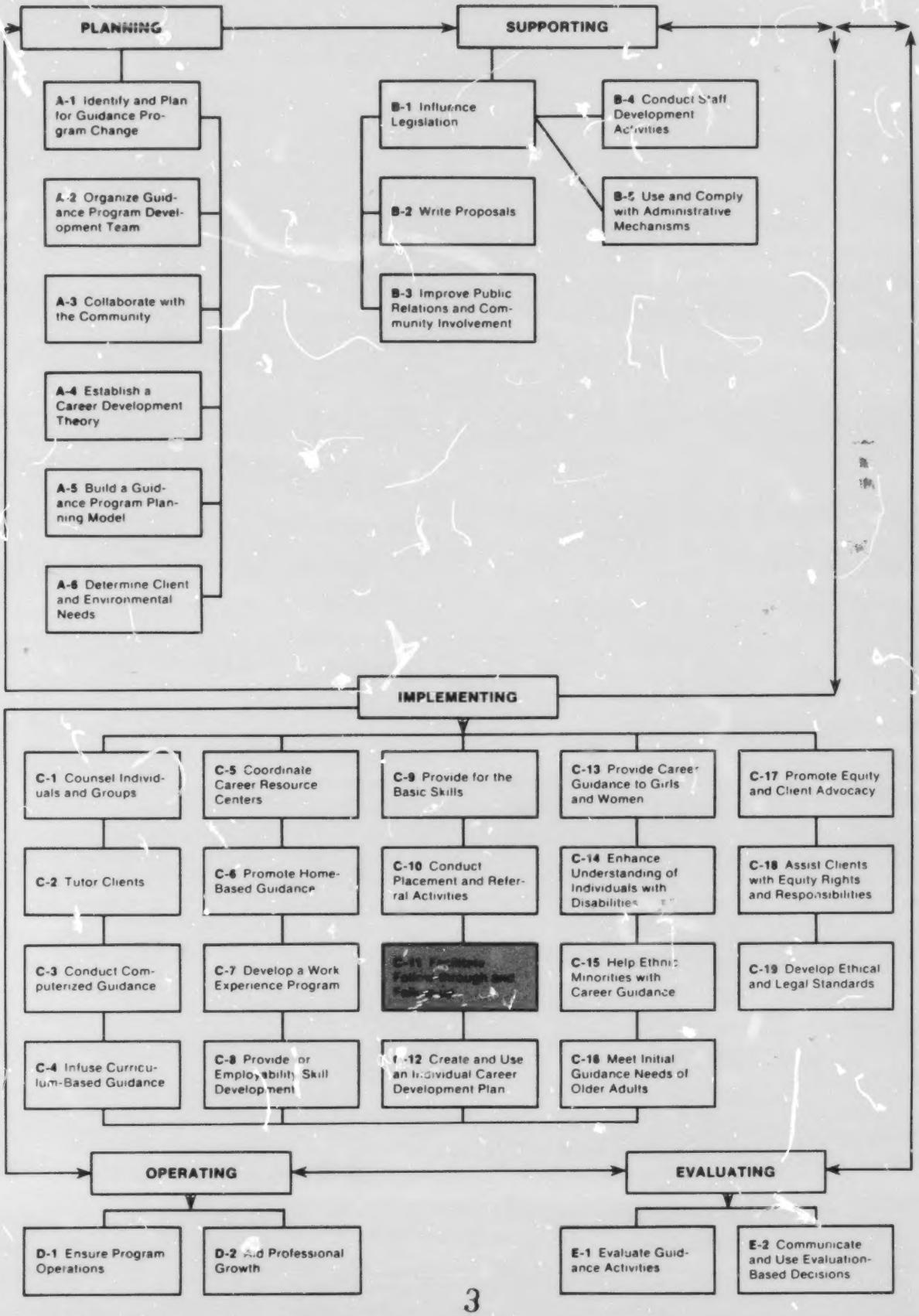
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SUPPORTING
A-1 Identify and Plan for Guidance Program Change
A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
A-6 Determine Client and Environmental Needs
B-1 Influence Legislation
B-2 Write Proposals
B-3 Improve Public Relations and Community Involvement
B-4 Conduct Staff Development Activities
B-5 Use and Comply with Administrative Mechanisms
IMPLEMENTING
C-1 Counsel Individuals and Groups
C-2 Tutor Clients
C-3 Conduct Computerized Guidance
C-4 Infuse Curriculum-Based Guidance
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C-6 Promote Home-Based Guidance
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C-8 Provide for Employability Skill Development
C-9 Provide for the Basic Skills
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C-11
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C-19 Develop Ethical and Legal Standards
OPERATING
EVALUATING
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E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation-Based Decisions

Facilitate Follow-up and Follow-through

MODULE CG C-11

Module CG C-11 of Category C — Implementing
Competency-Based Career Guidance Modules

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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application; each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions; over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

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ABOUT THIS MODULE

FACILITATE FOLLOW-THROUGH AND FOLLOW-UP

Goal

After completing this module, career guidance program personnel will have increased the knowledge and skills needed to conduct a follow-up study of program leavers and ensure that follow through assistance for clients is provided.

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Competency 1. Describe how follow-up activities relate to a total program evaluation effort and to client assistance follow-through activities, and develop a rationale for and express a commitment to including follow-up activities as part of the program 9

Competency 2. Describe several methods of collecting follow-up information including mail and telephone surveys of program clients, employers, parents, and others, and on-site visits; determine advantages and disadvantages of each method; and select the most appropriate follow-up methods for the career guidance program 10

Competency 3. Develop a plan for conducting follow-up activities that includes goals and objectives, major tasks, roles and responsibilities of staff, cost, resources needed, and timeline 14

Competency 4. Develop instruments for collecting follow-up data, pilot test them on a sample of program participants, and revise the instruments for future follow-up efforts 21

Competency 5. Interpret and report data collected from follow-up studies, and present information to various audiences such as program administrators, counselors, employers, planners, clients' family members, and others 22

Competency 6. Describe several strategies for following through on clients' progress such as periodic counseling interviews with clients after they have left the program, and written or oral communications with clients and the employer, family members, teachers of clients, or with placement agency representatives 25

Competency 7. Discuss follow-through services with clients prior to their leaving the program, select option(s) that will best meet the clients' and program's needs and obtain a commitment from the clients to cooperate in follow-through efforts 28

Competency 8. Record information collected during follow-through efforts and evaluate those efforts in terms of their effect on client's progress and benefits to the organization. 28

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ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

As more and more money is being invested in career and vocational education and training, demands are being made for "cost effectiveness" data. Training programs are being held **accountable** for their actions and for the success of their students or clients who leave the program supposedly prepared for the work world. As this accountability call becomes stronger, the need for **documentation** of program effectiveness becomes imperative.

Follow-up, the systematic collection of data from former clients and employers, can provide **"outcome" data** for measuring the effectiveness of your program. National legislation such as the 1976 Education Amendments have drawn attention to the role of follow-up in program evaluation. It is apparent that follow-up studies, already mandated by federal vocational education legislation will become increasingly popular as a measure of program effectiveness.

Follow-through is the process of (1) identifying the needs of former clients and their employers and (2) providing services to meet those needs. Follow-through needs are frequently identified through follow-up studies, but can be identified through other formal or informal processes.

Follow-up and follow-through activities or efforts should not be viewed as separate events but rather as complementary ones. Each plays an important part in obtaining feedback from former clients and employers, and each provides important data to be used for measuring program effectiveness and for program improvement.

NOTES

Relating Follow-up to Program Evaluation

Competency 1

Describe how follow-up activities relate to a total program evaluation effort and to client assistance follow-through activities, and develop a rationale for and express a commitment to including follow-up activities as part of the program.

The concept of follow-up can be more accurately understood when placed in the **broader context of evaluation**. Follow-up is a subsystem of a comprehensive evaluation system whose goal is to assess the outcomes of a career or vocational education program. As a subsystem and like all other evaluation techniques, follow-up studies are designed to gather useful information for improving the decision-making processes with regard to program development, planning, service delivery, and evaluation.

The primary purpose of a program evaluation is to determine the effectiveness of the "help" given and to identify improvements needed in your agency's program. When evaluating your agency's program, there is really no substitute for information about what happens to the clients after they leave the program. The outcome data provided by a follow-up study, while considered the most significant data to collect, is also the most difficult to obtain and to interpret. Knowing the difficulty of the task should motivate you to plan carefully before beginning.

A follow-up study is the **systematic collection of data** from both former clients and their employers. Clients are asked to review how the program assisted or failed to assist them in preparing for work. Employers are asked to evaluate the current work behaviors of their employees.

The **specific purposes** you might want to achieve through follow-up studies are the following:

1. To determine the **occupational difficulties and successes** encountered by former clients
2. To identify the **number and kinds of employment** which former clients have entered locally on a parttime or fulltime basis
3. To obtain information from the clients about how well they believe the **career guidance program achieved** its objectives
4. To discover the degree of **occupational mobility** among the former clients
5. To obtain a realistic picture of **what lies ahead** for present clients
6. To gather ideas for **program improvement**
7. To determine why some **former clients dropped out** or stopped using the services of the career guidance program
8. To identify ways in which the career guidance program could be of **further assistance** to both clients and employers
9. To evaluate the degree of **employer satisfaction** with placement services and the performance of former clients

The results of follow-up studies can be used for a variety of purposes--a few are described below.

1. Follow-up information can be used to **support quality programs**, not just to point out areas that need improvement. During inflationary periods, budget cuts are sometimes made indiscriminately. The availability of data supporting the quality of a particular program for service may well be the information you need to protect it from being cut or eliminated.

2. Follow-up studies may be the **impetus for change**. For example, in your agency's semi-annual survey of local employers, finds that employers frequently commented that your clients (now their employees) did not know how to complete job applications or conduct themselves appropriately in a job interview. As a result of this information, your agency staff meet to design a program to prepare your students or clients for entering the job market.

3. Follow-up studies can be used for **program planning and improvement**. You should exercise care when using follow-up data in planning or improving your program. You must always remember that follow-up data tells you only what happened not why it happened. It is difficult to determine the cause of something if only the effect is known. You should not fall into the habit of reaching conclusions hastily. Consider this example. A community technical school has a child care program. However, due to inflationary pressures and budget deficits, federal and state funding for child care facilities has been reduced forty percent during the last two years. Many of the program's graduates have not found jobs. This inability to find work might lead someone to the conclusion that the training program was of low quality, when in reality, jobs were not available.

4. Follow-up data can also be used for **improving services or offering new ones**. Consider this example. A high school sends out a follow-up questionnaire which includes the question, "How did you get your first full-time job after graduation?" The graduates' responses indicate that it took them three to four months to secure jobs. This information might suggest to the educational agency that it should consider implementing a job placement service.

Collecting Follow-up Information

Competency 2

Describe several methods of collecting follow-up information including mail and telephone surveys of program clients, employers, parents, and others, and on-site visits; determine advantages and disadvantages of each method; and select the most appropriate follow-up methods for the career guidance program.

Effective **follow-up** of clients should **begin before the client leaves** the agency's setting. While clients are still in the program, the agency staff should develop a system to collect, file, and maintain a current listing of names and addresses of all clients to be followed up. Although this task is time consuming, the listing must be current and accurate if a significant percentage of former clients are to be successfully contacted. A standard biographical data card suggested by Johnson et al. (1980) for this purpose appears in figure 1.

Before leaving the program, clients should participate in an **orientation** to the procedures that will be followed in collecting information. At this time, the importance of and the rationale for the follow-up study can be shared with the clients.

The coordinator of the follow-up study will need to determine the **frequency** with which follow-up studies will be conducted. Many follow-up studies are designed to collect information from clients and employers over a five-year period. The most commonly used time schedule during that five-year period is base line, four to six months, three years, and five years.

Base line data are collected before the client leaves the program. A sample base line data collection form used in a vocational education program appears in figure 2. The data (Johnson,

Figure 1

Standard Biographical Data

1. Name _____ Date _____
2. Social Security Number _____
3. Parents' Names _____ Phone _____
4. Parents' Address _____
5. City _____ State _____
6. Can you be reached at the above address and phone number? ____ Yes ____ No
7. If no, please provide address and phone number where you may be reached:
8. Address _____
9. City _____ State _____
10. Please provide the name, address, and phone number of a relative or friend who would know of your whereabouts.
11. Name _____ Phone _____
12. Address _____
13. City _____ State _____
14. Date of birth _____
    month day year

1980) collected in the formal follow-up surveys at specified intervals (e.g., four to six months, one year, three years, and five years) should also relate to the stated purposes of the follow-up and the goals and objectives of your agency's program.

Before deciding what method is going to be used to collect data, it is wise to give considerable thought to how the data will be **tabulated**. **Hand** tabulation and **electronic data processing** are the two common methods available. If the population to be surveyed is large, it would be wise to use electronic processing methods.

A **questionnaire** sent by mail is the most frequently used method to collect follow-up data. The major **disadvantage** of this method is the problem of **nonrespondents**--persons who simply do not return the questionnaire. A 60 to 75 percent rate of return should be your goal and this rate of return is difficult to achieve through a mailed questionaire. You may be able to motivate your former clients to return the questionnaire by using the following practices:

1. Use short and uncomplicated instruments.
2. Time the mailing to arrive in midweek.

SAMPLE QUESTIONNAIRE

Since you are leaving a vocational education program, you can help evaluate the job the school has done in preparing you for the world of work. This questionnaire is very important. In future years, we will want to maintain a contact with you through follow-up studies, so please be accurate and honest in writing the information requested. This is a chance for you to help improve your school's vocational education program.

1. In which vocational education program were you enrolled while in school? (check one)

   ____ Agriculture ____ Health ____ Distributive Education ____ Other; please specify:
   ____ Business & Office Education ____ Home Economics ____ Trade & Industrial ____ _____

2. How long were you enrolled in the above-mentioned program? Write the number: ____ year(s) ____ month(s)
3. How well do you think your vocational education program has prepared you for a job in that field?

   ____ Excellent ____ Above Average ____ Average ____ Below Average ____ Failure

4. Do you plan to continue your formal education?

   ____ Yes ____ No ____ Full-time ____ Part-time

5. Have you found employment?

   ____ Yes ____ Full-time ____ Part-time Name of Firm _____ Position _____
   Address of Firm _____

   ____ No

   If no, are you currently seeking employment?

   ____ Yes ____ No ____ Full-time ____ Part-time

   If yes, type of position desired _____

6. Do you need assistance from us in helping you locate employment? ____ Yes ____ No
7. Which vocational course has been most helpful to you? _____
8. Which vocational course has been least helpful to you? _____
9. What suggestions do you have for improving the school's vocational education program?

   _____
   _____

By keeping the questionnaire short and by providing a simple checklist procedure, students will probably complete the instrument. The most important aspect of this follow-up is keeping standard biographical data on file.

Figure 2

3. Provide a prepaid envelope.

4. Place difficult questions last.

5. Avoid personal information as much as possible.

6. Use colored or unique instruments to attract interest.

7. Use a personalized cover letter.

8. Send a newspaper clipping or some piece of publicity about the study.

Clients failing to return the questionnaire within two weeks should be reminded again either by mail or phone. Two or more contacts of nonrespondents increases the response rate.

The **structured interview** is conducted by a trained interviewer using a carefully designed interview guide. The interview guide can be relatively simple if only one person is doing the interviewing. The more people involved in interviewing, the more carefully the interview guide must be structured. In a "structured interview," you are interested in trying to direct both what the interviewer says and how the interviewer records the information received. This direction is given through an interview guide somewhat similar to a movie or theater script. This direction is necessary to ensure that common data is collected in a standard manner. Obviously, consistency in interviewing is important to obtain valid and reliable data.

An **interview guide** actually tells the interviewer what to say. For each item there is a statement or question which the interviewer is to use. When you train your interviewers to use the guide, it is important they they learn the intent of the question because the client being interviewed may not understand the question and it may take some discussion before the issue is resolved.

The interview guide contains a set of response categories into which the respondent's answer can be placed. The interviewer asks the question, listens to the answer, and then decides the category into which the response fits. Occasionally, a response will be placed in the "other" category, but it is possible to develop response categories that will cover 90 to 95 percent of all responses.

The **telephone interview** can be used for sampling purposes. Although you may be limited in the amount of information you can gather, this approach may be the only one feasible with some populations. Occasionally, a combination of a mailed questionnaire and personal interviews conducted with a sample of the nonrespondents is successful.

When trying to determine the best follow-up method to use in your situation, use the following questions to assist you in making a decision--

1. What type of data is needed?

2. How much data is to be collected?

3. What are the sources of the data?

4. How much time is available?

5. How much money is allocated in the budget?

6. What is the competency of the staff?

7. How much staff time is available?

Developing a Plan for Conducting Follow-up Studies

Competency 3

Develop a plan for conducting follow-up activities that includes goals and objectives, major tasks, roles and responsibilities of staff, cost, resources needed, and timeline.

In order to efficiently manage your **follow-up** effort you should develop a **plan** for conducting the study. A plan assists you in thinking through the activities that must be accomplished in order to have a successful study. The plan, alterable when desired, serves as a guide for you and others. The specificity of the plan should reflect your agencies' needs.

According to Franchak and Spirer (1979), four major issues should be addressed in designing and planning a follow-up study. They are described below:

1. Systematic development of **follow-up study objectives**. Inadequate objectives can be one of the major obstacles to a successful study.

2. Techniques for the development of **survey instruments** used to collect information from former clients. Instrument development involves several steps which include the following:

   - Determining the questions to be asked
   - Developing sex and ethnic equitable language for the instrument
   - Increasing the readability of the instrument
   - Increasing the reliability and validity of the instrument
   - Determining the most appropriate format
   - Determining how to process the instrument

3. Techniques for ensuring that the **concerns stemming from the Family Education Rights and Privacy Act** (Public Law 93-380 and amended by Section 2 of Public Law 93-568) are addressed. (See appendix A for a copy of the act.)

4. Drawing the **representative sample** or defining the population.

Developing Follow-up Study Objectives

The development of objectives is the first major step in the design of your study. Franchak and Spirer (1978) suggest that in order to arrive at specific objectives, it is sometimes helpful to **begin with the goals** of the program. Consider this example. A major goal of your program might well be to provide follow-up information that can assist you in making decisions concerning the development and improvement of the agency's efforts. Four rather broadly defined objectives are implied by this goal:

1. Improvement, expansion, alteration, or elimination of some of your agency programs
2. Assistance in decision making
3. Assistance in planning
4. Assistance in evaluation

From these broad objectives, specific or **"question-oriented" objectives** can be developed. Examples of specific objectives that some follow-up studies might include are these:

1. Identify reasons for former clients leaving before completing the program
2. Identify on-the-job difficulties which former clients have experienced

3. Identify the types of work experiences former clients have had in the labor market

4. Determine the perceptions of former clients regarding the adequacy of the training or preparation

With objectives reflecting the needs of your agency firmly established, you should be able to proceed efficiently with the remainder of your planning.

Outlining Specific Activities

By outlining the specific activities and the personnel responsibilities for the study in the beginning, the chances for a successful effort are increased. As a part of your plan, you may wish to develop a chart depicting the **tasks** to be accomplished. McKinney and Oglesby (1971), while dividing follow-up procedures into four phases (Preparation, Data Collection, Data Analysis and Report Preparation, and Dissemination of Follow-up Study Results) have delineated follow-up activities in sequence. This comprehensive listing of activities is reproduced here (figure 3) to assist you in designing your plan. Figure 4 also provides a tested follow-up survey instrument that may be helpful.

Figure 3

Follow-up Study Phase 1: Preparation

1. Develop follow-up study objectives and identify audiences for which data and information are needed.

2. Identify population and/or sample of former students or employers to be included in follow-up study.

   a. Develop population or sample survey plan.

   b. Define acceptable response rate.

3. Choose best method (cost-benefit/cost-effective) for conducting follow-up study.

   a. Mail questionnaire

   b. Personal interview

   c. Telephone interview

4. Design, adapt, or adopt a questionnaire in consultation with [illegible] from all persons involved directly or indirectly in the educational and employment process [illegible] but are not limited to groups such as administrators, teachers, advisory committees, boards of education, state department of education personnel.

5. Obtain authorization for use of signatures from educational personnel and others whose names will be signing alert cards, cover letters, and reminder cards/letters.

6. Obtain addresses of former students and prepare master address file.

7. Obtain necessary approvals to collect information on former students in compliance with the Family Educational Rights and Privacy Act (Public Law 93-380 and amended by Section 2 of Public Law 93-568).

8. Establish mailing dates and prepare follow-up materials for mailing.

Follow-up Study Phase 2: Data Collection

1. First mailing--alert cards or letters.
2. Second mailing--cover letters and questionnaires sent end of first week.
3. First response analysis.
   a. Begin running count of returned and completed questionnaires.
   b. Attempt to find correct addresses for instruments returned because of incorrect address.
   c. Compile address list for third mailing of nonrespondents and corrected addresses.
4. End of second week--third mailing.
   a. Reminder cards for nonrespondents.
   b. Questionnaires to corrected addresses--instruments returned with "address unknown."
   c. Prepare list for fourth mailing.
5. End of third week--fourth mailing.
   a. Reminder letter and second copy of questionnaire to nonrespondents.
   b. Continue response analysis.
6. End of fourth week--fifth and final mailing.
   a. Send reminder card with cut-off date to nonrespondents.
   b. Prepare telephone survey list of nonrespondents.
7. Conduct telephone survey of nonrespondents.

Follow-up Study Phase 3: Data Analysis and Preparation

1. Identify data analysis processing procedures--manual and/or electronic data processing.
2. Define statistical techniques for data analysis.
3. Prepare follow-up report.
   a. Identify audiences for which report(s) are to be developed.
   b. Analyze findings.
   c. Develop nonrespondent report.
4. Publish report.

Follow-up Study Phase 4: Dissemination of Results

1. Identify groups to receive report.
   a. Administrators
   b. Teachers
   c. Advisory committees
   d. Board(s) of education
   e. Government agencies
2. Develop evaluation form to be included with distribution of report to assess usefulness, timelines, readibility, etc.
3. Develop conference or workshop package to present findings at key meetings to achieve optimum impact.
   a. Local inservice workshops
   b. Annual statewide conference on vocational education
   c. Public hearings or meetings
4. Develop news articles for media.

Developing a Plan

After reviewing the phases and activities suggested by McKinney and Oglesby, you should be ready to begin to develop your initial plan for follow-up. As you may recall from earlier modules, a plan should contain--

1. goals and objectives of the study,
2. major tasks and activities to be completed,
3. staff roles and responsibilities,
4. timeline, and
5. budget.

A portion of such a plan appears in figure 5. Examine it closely before you begin to develop your plan.

SAMPLE QUESTIONNAIRE
PARTIAL ILLUSTRATION ONLY

FOLLOW-UP SURVEY INSTRUMENT

What type of program were you enrolled in during your last year in public school?
☐ general ☐ college preparatory ☐ co-op ☐ vocational (please specify) _____

How many years did you attend secondary school (junior high and high school) before completing or leaving the program?
☐ 1 year ☐ 2 years ☐ 3 years ☐ 4 years ☐ 5 or more years

What are you doing at the present time? (Check ALL appropriate items.)
☐ working full-time (30 hours or more per week)
☐ working part-time (fewer than 30 hours per week)
☐ unemployed and looking for work
☐ unemployed and not looking for work
☐ in school (full- or part-time) → *Kind of school program (Check ALL appropriate items.)*
☐ Area Vocational-Technical School
☐ Community Junior College
☐ University/Four-Year College
☐ Private Business/Commercial School
☐ Military Specialist School
☐ Company Course or School
☐ Apprentice Related Program
☐ Correspondence Course
☐ Other (specify) _____
☐ full-time homemaker
☐ in military service
☐ other (specify) _____

If you are working on a part-time or full-time basis, please give a brief description of your duties. _____

Did you hold a job during most of your last year in school?
☐ yes—a full-time job (30 hours or more per week) ☐ yes—a part-time job (less than _____ hours per week) ☐ no

How do you feel about your high school educational experience?
☐ liked it very much ☐ liked it pretty well ☐ neither liked nor disliked it
☐ disliked it more than I liked it ☐ disliked it very much

What part of your secondary school experience do you feel is most beneficial to you today? (Please rank these from 1 to 5, with 1 being the most beneficial and 5 the least beneficial)

_____ course work (specify particular courses) _____
_____ clubs and social activities (please specify) _____
_____ sports and athletics (specify) _____
_____ acquaintances you made
_____ counseling you received that assisted you in making career decisions

Figure 4

FOLLOW-UP SURVEY INSTRUMENT

How could the school be changed to improve its program?
(Please indicate your feelings toward each suggestion by placing a check in the yes or no box.)

YES	NO	
☐	☐	fewer required courses and offer more meaningful electives
☐	☐	offer more counseling services
☐	☐	provide more information on jobs and careers
☐	☐	offer more courses (specify) _____
☐	☐	provide more opportunity to participate in extracurricular activities
☐	☐	allow students the opportunity to know teachers better
☐	☐	enforce rules of conduct more strictly
☐	☐	offer students more freedom while in school
☐	☐	reduce class size
☐	☐	provide more opportunities to become involved in co-op programs
☐	☐	make students study harder and require more homework
☐	☐	offer more specific training for a job (specify) _____
☐	☐	reduce cost of activities fees and supplies
☐	☐	offer more assistance in finding employment

Which teaching method seemed to be the best for you?
Please rate each method:
A—very helpful B—helpful C—little or no help

A	B	C	
___	___	___	lectures
___	___	___	labs
___	___	___	movies
___	___	___	class or group discussions
___	___	___	slides, filmstrips, tapes
___	___	___	learning by doing (shops, P.E.)
___	___	___	on-the-job training
___	___	___	study guides or programmed instruction

Please indicate how much the following people helped you in planning your future while you were in high school.
Please rate each method:
A—very helpful B—helpful C—little or no help

A	B	C	
___	___	___	parents, relatives, and other adult friends
___	___	___	counselors and deans
___	___	___	occupational specialists
___	___	___	teachers
___	___	___	friends of your own age

Please list any additional suggestions you have for improving the educational program. _____
THANK YOU FOR YOUR COOPERATION.

By using a checklist procedure, data can be analyzed with minimal cost of computer or personnel time. Many systems of collecting program information have already been developed. Therefore, selection of an appropriate instrument may only require surveying the available sources of information.

Figure 5

PLANNING SHEET

Goal: To conduct a follow-up study of former clients

Objective: To design an initial plan for conducting a follow-up study

Activity	Person(s) Responsible	Resources	Cost	Time Line
1. Develop follow-up study objectives	Coordinator Program Evaluator		Personnel Costs	September 10-15
2. Identify population of students and employers to be included in the study	Coordinator	Placement Files and Other Student Data	Personnel Costs	September 16
3. Choose best method (cost-benefit/cost-effective) for conducting study: a. Mail questionnaire b. Personal Interview c. Telephone Interview	Coordinator		Personnel Costs	September 17-18
4. Discuss how data will be analyzed	Coordinator Evaluator		Personnel Costs	September 19
5. Design questionnaire or interview	Coordinator	Typist Duplicating	Personnel Costs	September 21-25
6. Pretest questionnaire	Center Staff		$10.00	September 29-30
7. Establish mailing dates	Coordinator			October 1
8. Prepare follow-up materials	Coordinator Typist	Duplicating	$50.00	October 3-8

Developing Instruments for Collecting Follow-up Data

Competency 4

Develop instruments for collecting follow-up data, pilot test them on a sample of program participants, and revise the instruments for future follow-up efforts.

Since the data collected via the follow-up instrument might be used for total program evaluation, it stands to reason that careful consideration be given to the items to be included on the instrument. Be ready to take the necessary time to design an **adequate questionnaire**. The time and effort invested now will result in reliable and valid data later.

If your program objectives are stated in behavioral terms, as was suggested in the module CG A-5 *Build a Guidance Program Planning Model* your task will be easier. The program objectives become the basis for stating the criterion questions and, subsequently, the items for your questionnaire. A criterion question states the program objective in a way that the response requested will help measure the achievement of the objective. More complicated program objectives will require more than one criterion question while the simple ones will not.

After developing the criterion questions, the next step is to develop or select as many items as you need to gather the information to answer the criterion question. Figure 6 is an example of the process.

Figure 6

Developing Questionnaire Items for Follow-up

Program Objective

To provide clients with the job seeking skills that are necessary to secure employment.

Criterion Question

How well do former clients feel their career guidance program prepared them to seek a job?

Questionnaire Items

1. How well did the career guidance program prepare you to complete job applications?

   Very well ____ Satisfactorily ____ Inadequately ____

2. How would you describe your preparation for the job interview?

   Excellent ____ Good ____ Fair ____ Poor ____

Examining the following checklist of do's and don'ts for instrument construction may help you avoid mistakes as you design your instrument.

Do:

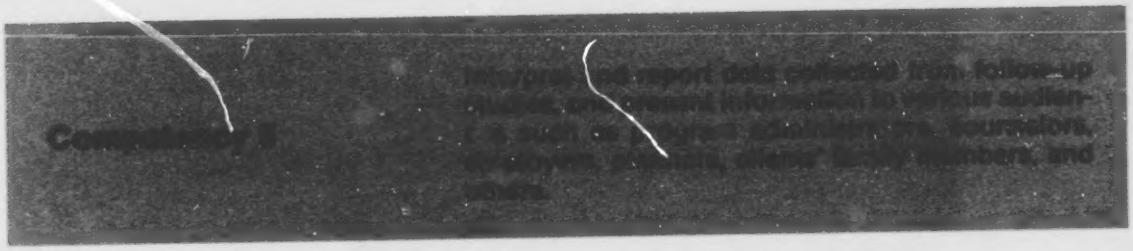
- Express each item clearly.
- Organize related questions by section.
- Make the questionnaire just long enough to meet your objectives.
- Use colored paper rather than white.
- Use high quality printing.
- Design a unique and attractive questionnaire if possible.

Don'ts:

- Avoid open-ended items because they are difficult to categorize.
- Avoid asking clients for information that is already in the files.
- Avoid asking questions that could be considered too personal.
- Avoid "nice-to-know" or "interesting" questions.

Pilot testing the questionnaire to see if the directions and items are clearly stated is wise. Although frequently omitted, this step in the process may assist you in avoiding unnecessary mistakes and in avoiding excessive time in analyzing data once it is returned. Current clients are good individuals with whom to pretest your instrument. Their comments and suggestions can help you revise the questionnaire. An example of a follow-up survey is included in appendix B.

Interpreting, Reporting, and Disseminating Follow-up Data



Careful consideration should be given to the **interpretation** of the data collected in the study. If the questions you asked were factual (rather than opinion), the responses can be interpreted carefully. Interpretation of opinion, attitude, or subjective responses is quite difficult because you have no way of knowing the mood of the respondents when they answered the question. Such data can be reported but you should be cautious in your interpretation.

Economic, environment, and labor force **trends** should be considered. For example, the closing of a local plant shortly before the mailing of your questionnaire would obviously affect your results. Sometimes it is helpful to make comparisons with previous follow-up data to detect trends or changes that may have important implications.

The general purpose of a **follow-up study report** is to inform readers about the objectives of the study, the objectives of the agency's program, the population studied, the methods used in conducting the study, and the conclusions and recommendations that can be made from the study. The organization of the report is dictated by the type of report which is to be prepared. According to Franchak and Spirer (1978), the detailed report should contain the following:

1. Summary (one-two pages)
    a. Purpose
    b. Procedure
    c. Results, conclusions, and recommendations

2. Economic, environment, and labor force trends

3. Results

4. Conclusions

5. Implications for policy making and decision making for program improvement and development

6. Appendices

    a. Procedure--data collection, data analysis

    b. Returns--return rates by programs, type of school, geographic region

    c. Limitations

    d. Data tables

    e. Copy of survey instruments

A few clarifying comments about various aspects of the "detailed" report follow.

The **summary** states what the report is about, and its major results, conclusions, and implications.

The **economic, environment, and labor force trends** section is very important. Some of the most crucial information obtained in a follow-up study is that which describes the number of clients who have been able to find jobs related to their field of study or their training. Consider this situation. If an area is experiencing a high rate of unemployment or is experiencing a loss of local industry, graduates will be directly affected. If you are aware of the economic and labor force trends, you will be able to more accurately interpret your data.

When reaching conclusions and making recommendations, if you have used a mailed questionnaire, you must take your rate of return into consideration. A low rate of return from a nonrepresentative population will not lead to valid conclusions.

Conclusions can be summarized with phrases similar to these:

> "The two most successful programs in terms of graduates finding work related to their training were . . ."

and

> "The majority of former clients from the ... program continued their education in post-secondary institutions."

A **recommendation** is really a suggested answer to the question, what should be done based on the findings of the study? In essence, recommendations offer alternative actions that are designed to change the present or future direction of your agency's program. Consider this example. The follow-up study of Community Technical School's manufacturing tech graduates found that 57 percent of the graduates felt they had been poorly prepared for their work. Based on that information, one recommendation that might be made is this one:

> "The Manufacturing Tech Program should form an advisory committee of employers to evaluate the relevancy of the manufacturing tech curriculum."

Because different audiences have different needs, you may have to prepare different reports. The detailed report described above would be useful for educational planners, classroom instructors, agency counselors and placement personnel, and agency administrators. A summary report may be all you need for your advisory committee while a federal report (using specified forms) may be necessary for the federal or state government agencies.

Regardless of the format of your report, you should present the facts in an easily understood manner. Jargon should be avoided. Whenever possible, graphics should be used in presenting data. Bar graphs or pie graphs, for example, assist the reader in understanding the findings of the study by illustrating similarities, differences, and trends quickly. Consider the example below. Compare the information in table 1 on enrollment trends with the same information depicted in the graph--figure 7. While it takes some time to notice the shifts in table 1, the graph in figure 7 points out the shifts in a glance.

Upon completion, the report is ready for **dissemination**. Program decision-makers and/or persons responsible for program evaluation and improvement should receive copies of the report. A list of possible decision-makers appears below:

- Program Personnel (e.g., Director, Placement Coordinators, Evaluator)

- Advisory Committee
- Government Agencies (e.g., State Department of Education)
- Community Groups (e.g., local employer's association)

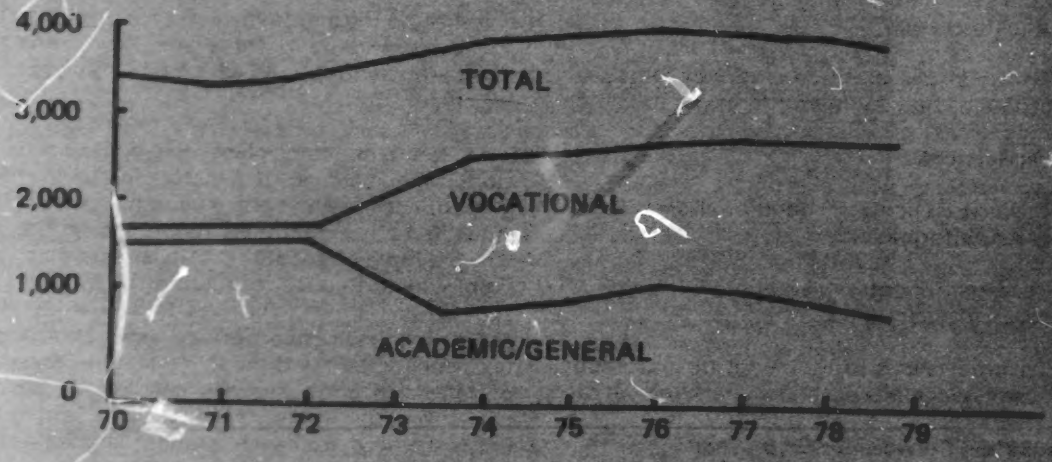
Table 1

10th – 12th GRADE ENROLLMENTS BY PROGRAM FOR ABC SCHOOL DISTRICT: 19- /19-

Year	Total	Academic/General	Vocational
1970	3,511	1,809	1,702
1971	3,436	1,819	1,617
1972	3,572	1,763	1,809
1973	3,659	1,461	2,198
1974	3,713	1,090	2,623
1975	3,958	1,253	2,705
1976	4,063	1,244	2,819
1977	4,017	1,231	2,786
1978	3,986	1,196	2,790
1979	3,801	1,017	2,784

Figure 7

10th – 12th GRADE ENROLLMENTS BY PROGRAM 1970-1



From: Franchak and Spirer, 1978

Providing Follow-through Services

Competency 6

Describe several strategies for following through on clients' progress such as periodic counseling interviews with clients after they have left the program, and written or oral communications with clients and the employer, family members, teachers of clients, or with placement agency representatives.

While the follow-up process deals largely with groups or group data, the **follow-through** process is concerned with **individuals**. As you recall from the "Introduction," follow-through in the process of (1) identifying the needs of former clients and their employers and (2) providing services to meet those needs. Follow-through needs are frequently identified through follow-up studies, but can also be identified through other formal and informal processes.

Historically, the concept of client follow-through has been more theoretical than practical. In the future, just knowing that clients have been placed will not be sufficient. Career guidance personnel, in cooperation with clients and employers need to monitor the successes and the problems that surface on the job. By initiating personal contacts (face-to-face, telephone, or mail) with both clients and employers, minor problems may be prevented from becoming major ones.

The scope of follow-through services should be made clear to both clients and employers. The scope of such services varies according to programs but effective **follow-through services** include the following:

Counseling Services

- To assist clients in making initial work adjustments.
- To assist clients in dealing with personal problems that might interfere with their job.

Referral Services

- To direct clients to additional sources of career information.
- To direct clients to additional sources of career preparation or training.
- To direct clients to additional job placement services for either advancement or relocation.

Consultation Services for Employers

- To assist employers in arranging for educational opportunities to improve employee skills.
- To help employers to identify existing jobs which might be redesigned to utilize the entry level skills of some clients.
- To assist employers in dealing with work adjustment problems of the employees.

Strategies that can be used to deliver these services can be **formal or informal** and include the following:

- Contacting the clients by phone or in person to determine if they are experiencing any problems.
- Asking the clients either in person or via a questionnaire if they are interested in obtaining additional guidance services, e.g., job counseling.
- Contacting the employers by phone or in person to inquire about the performance of clients.
- Asking the employers either in person or by questionnaire if there are any problems being encountered which you may assist in resolving.

Individual placement plans can be designed to increase the chances of desirable follow-through with your students or clients. Each activity in the individual placement plan should be monitored. For example, if a student is referred to the Employment Service for a job, then this referral should be followed through to see what happened. In placement programs, this monitoring is one aspect of follow-through. An additional aspect of follow-through centers around the actual placement of clients. Once a client is placed, follow-through on each student placement is recommended. You will be interested in discovering the relationship between actual placement and the original placement plans. This information can be recorded on forms like the one in figure 8.

When your agency establishes follow-through services it is committing to continued involvement with clients after they leave the agency's program. The implications of this commitment should be considered carefully. Continuing to serve former clients at the same time you are serving current clients results in greater personnel costs to your program. Your agency administrators must support the services if they are to be a success.

Figure 8

Follow-through Report

1. Name _____
2. Address _____
   _____
3. Telephone _____
4. Original Placement Plans _____
   _____
5. Placement Obtained? _____
   _____
6. Was the placement obtained by working with the student's previous placement plans?
   _____
   If not, why? _____
   _____
7. Sources of assistance used in securing placement _____
   _____
8. Difficulties encountered by student: _____
   _____
   _____
9. Future plans of student, if any: _____
   _____
   _____

Discussing Follow-through Services

Competency 7

Discuss follow-through services with clients prior to their leaving the program, select option(s) that will best meet the clients' and program's needs and obtain a commitment from the client to cooperate in follow-through efforts.

Effective follow-through activities begin while the client is still in the program. Obviously, the clients should understand the services that will be available to them after leaving the program. In addition to knowing that they will be able to contact the program personnel again if they desire, clients should also recognize the importance of follow-through activities to the improvement of the career guidance program. If clients understand that such services (1) assist both client and employers and (2) provide information that can help meet needs that improve job performance, they may be more willing to participate.

Information about future follow-through activities can be **verbally communicated** to clients during counseling sessions. A **pamphlet** describing the services which could be given to both clients and employers would be highly desirable and would be one additional strategy to ensure an understanding of the rationale for and scope of the services.

It is not unusual for school or agency counselors to be so busy with current clients that they may have little time for follow-through activities. Promise only the services you intend to deliver. Clients who return to find you too busy to help will be "turned-off" quickly.

Recording and Evaluating Follow-through Data

Competency 8

Record information collected during follow-through efforts and evaluate those efforts in terms of their effect on client's progress and benefits to the organization.

Since the data gathered in your follow-through efforts can be used as a part of the total program evaluation, it shuld be carefully recorded and analyzed. The information obtained provides important feedback about the effectiveness not only of the follow-through services but also about other services offered by your career guidance program.

It is not unusual for some follow-through data to be **collected informally**. An informal contact is one in which a former client or employer calls with questions or comments or you meet a former client or employer in an unplanned manner. Many times these informal contacts provide a great deal of information that should be recorded. Three by five index cards are ideal for recording these contacts. Of course, a periodic tallying and analysis of this data is needed also.

If your program offers extensive follow-through services, it would be wise to develop **evaluation forms** that could be completed by clients or employers after they have utilized your services. In this manner, you could continually monitor the quality and desirability of the services being offered.

It is important to remember that follow-up studies being conducted by your program collect information about the follow-through services also. Follow-up studies should be carefully scrutinized for this information.

The total program evaluation should include an evaluation of follow-through services. The cost of such services, in terms of personnel, can be quite expensive. Evaluating their impact can determine if they are cost-efficient.

Using the case study approach for recording data in follow-through situations is appropriate. The case study method consists of making careful, detailed descriptions of phenomena in individual cases. This approach is important for the investigator who wants to put emphasis on one person rather than large numbers. Hartz and Kosmo (1977, pp. 203-204) use the following modified case study of Jim to illustrate an example of follow-through.

JIM

Jim was a young man who while in high school had done well academically. His parents were very strict and Jim was not allowed to do many of the things his peers were allowed to. He was not allowed out after 8:00 on school nights and 10:00 p.m. on weekends. This precluded his taking part in many of the normal after school activities--dances, sporting events and so on.

Despite his counselor's efforts to get his parents to "loosen-up," these rules applied even during Jim's senior year. Jim's parents were very concerned about his academic achievements. Consequently in Jim's terms "they blew a gasket" when he received a "B" grade for one six weeks period in chemistry. It was the only "B" Jim received during high school. Neither of Jim's parents had completed high school and they were determined that Jim should not only go on to college but to the best college. They were convinced, as apparently was Jim, that he should study to be an engineer. Consequently Jim applied for and was admitted to one of the finest engineering schools in the country.

On the first year follow-up Jim reported that he had done very poorly in his first year studies. He wrote, If I go back I'll be on final probation. I probably could make it but I just don't feel like studying anymore. There's more to life than just books." Jim also said that, "Things are pretty strained around home this summer. I'm working and going out a lot at night. I guess they still want me to stay cooped up at home. But I've had enough of that. I had a ball at school last year doing all the things I'd missed out on before and I guess I just want to continue having fun for awhile. Oh sure, I'll go back to school someday but not right away and not in engineering. I guess I'm going to have to find a good enough job to support myself because Mom and Dad will surely not help pick up the tab if I don't go back to school."

Since it was summer Jim's counselor did have time to "follow-through" with him by providing assistance in his plans. The counselor called Jim and asked him if he'd stop in when he got the chance. At first Jim was somewhat reluctant because he thought he was going to get more pressure to return to school. However, once assured that all the counselor wanted to do was to listen to his plans and help in any way he could, Jim welcomed the opportunity.

Jim came in and talked things over with the counselor. Once convinced that Jim really wanted and in Jim's terms "needed to get away from school for awhile," the counselor helped Jim line up a good paying job in a paper mill nearby. He also encouraged Jim to stop in later to talk again about his plans when he was ready to return to school. With Jim's blessing the counselor also called Jim's parents who readily consented to come in to talk over their concerns about Jim. Once resigned to the fact that Jim would not return to school that year, they agreed not to press the issue. They also agreed, contrary to what they had told Jim, to provide him with whatever financial help he needed if and when he was ready to return to school.

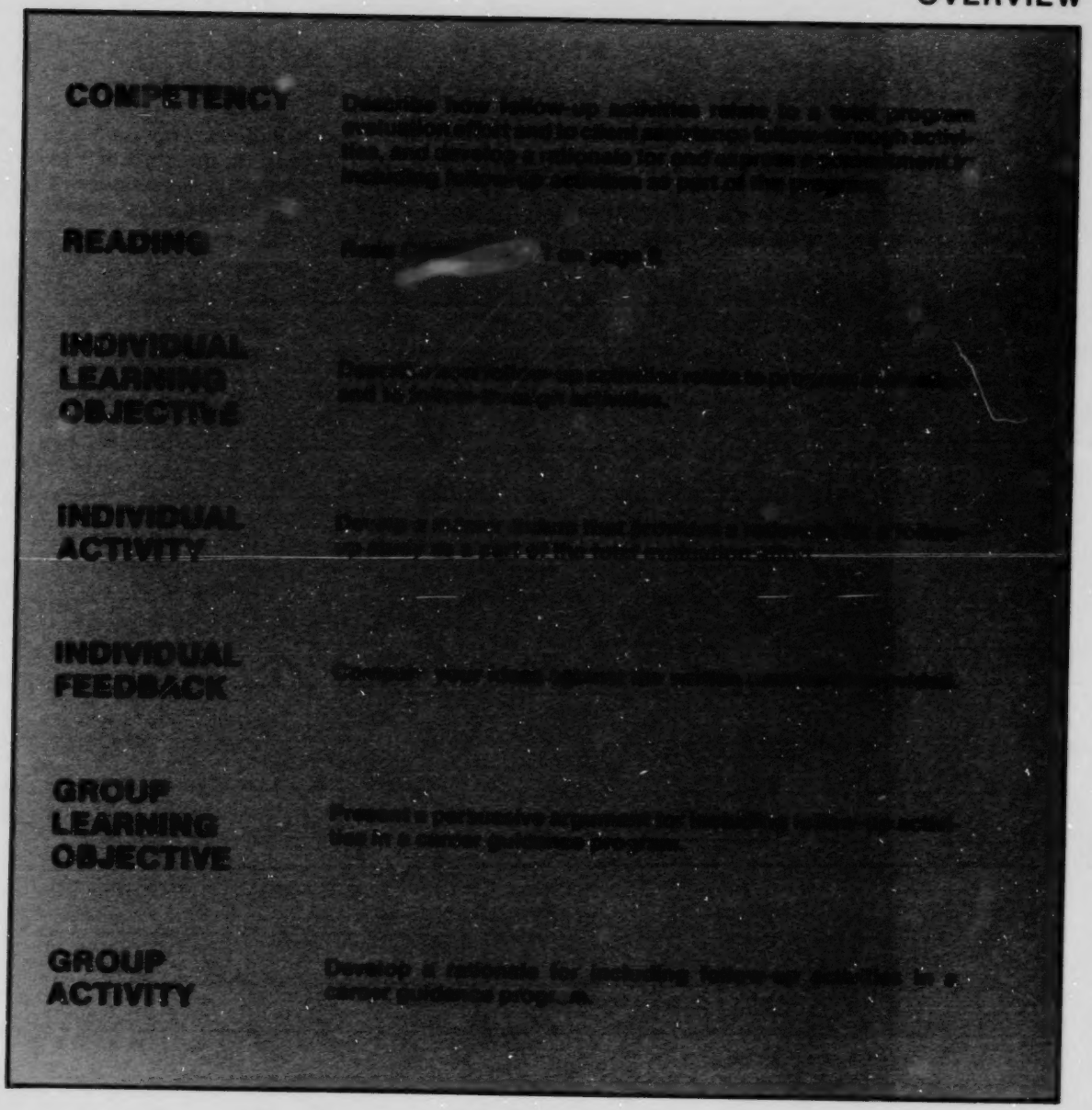
Six months later Jim called and told the counselor that he wanted to come in and talk over plans to return to school. He came in and after reviewing a number of factors Jim decided on trying a major in industrial arts at a state university nearby with a goal of becoming an industrial arts teacher. The counselor encouraged Jim to discuss these plans with his parents. Jim did.

On another follow-up, five years after his high school graduation, Jim reported that he had just signed his first contract to teach at a small school in the northern part of the state. He reported satisfaction with his college experiences. He said he really had a good time. "Sometimes I think I put my social life ahead of my studies, but I still did all right in any course work. My last two years my average was about a three point . . . but now I'm ready to settle down and go to work."

Learning Experience 1

Relating Follow-up to Program Evaluation

OVERVIEW



INDIVIDUAL ACTIVITY

Develop a memorandum that provides a rationale for a follow-up study as part of the total evaluation effort.

Review the reading for Competency 1 on page 9 and then complete the following activity:

As program evaluator, it is your job to design the evaluation for the career guidance program. Your design includes conducting a follow-up study. Since the program is short of funds, the director decided to eliminate the follow-up study in your evaluation. You believe he has done so because he does not understand how the follow-up study relates to the total program evaluation effort. You should prepare a brief memo in an attempt to convince him of the study's importance.

INDIVIDUAL FEEDBACK

Compare your ideas against the written comments provided.

Now that you have completed your memorandum, review it to see if you made some of the following points:

- There is no substitute for information about what happens to clients after they leave the program.
- Both clients and employers are involved in evaluating the program.
- Follow-up studies can be used to support quality programs.
- Follow-up studies can be used in program planning and improvement.

GROUP ACTIVITY

Develop a rationale for including follow-up activities in a career guidance program.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction	
1. Explain that this activity is designed to help participants build a rationale for follow-up activities.	
2. Inform participants that this activity requires them to role play in small groups.	
3. Have participants review the reading for Competency 1 on page 9.	
B. Process	
1. Ask participants to break into groups of three members each.	

Facilitator's Outline	Notes
2. Assign each group member one of the following roles: (a) Program Director, (b) Program Evaluator, and (c) Advisory Committee Member. Ask the member to assume the role they have been assigned.	
3. Ask participants to role play the situation. The program director should be as persuasive as possible. The program director explains to the advisory committee member why it is necessary to include a follow-up study in the program evaluation. The advisory committee member is skeptical. The evaluator supports the views of the program director.	If the program director falters, encourage the evaluator to enter the discussion.
4. Reassemble as a total group and ask the advisory committee members to evaluate the rationales or arguments for follow-up studies given by the program directors.	

Learning Experience 2

Collecting Follow-up Information

OVERVIEW

COMPETENCY	Describe several methods of collecting follow-up information, including mail and telephone surveys of program graduates, employers, parents, and others, and on-site visits; describe the advantages of each method; and select the most appropriate follow-up methods for the career guidance program.
READING	Read Competency 2 on page 10.
INDIVIDUAL LEARNING OBJECTIVE	Describe practices for increasing your rate of return on mailed questionnaires.
INDIVIDUAL ACTIVITY	Prepare a checklist of practices for increasing your rate of return on mailed questionnaires.
INDIVIDUAL FEEDBACK	Compare your checklist with the suggested guidelines.
GROUP LEARNING OBJECTIVE	List the advantages and disadvantages of three methods of collecting follow-up information.
GROUP ACTIVITY	Discuss the advantages and disadvantages of three methods of collecting follow-up information.

INDIVIDUAL ACTIVITY

Prepare a checklist of practices designed to increase your rate of return on mailed questionnaires.

As you read Competency 2 on page 10, you will note that several suggestions for increasing your return on mailed questionnaires are included. Based on the reading material, design a checklist of practices to utilize when preparing mailed questionnaires.

INDIVIDUAL FEEDBACK

Compare your checklist with the suggested guidelines.

Now that you have completed your checklist compare it against the following using a (✓) for those that are similar.

_____ 1. Used short and uncomplicated instrument.

_____ 2. Placed difficult questions last.

_____ 3. Avoided personal questions when possible.

_____ 4. Used colored paper or unique instrument.

_____ 5. Used a personalized cover letter.

_____ 6. Sent publicity about the study.

_____ 7. Timed the mailing to arrive at midweek.

_____ 8. Provided prepaid envelope.

GROUP ACTIVITY

Discuss the advantages and disadvantages of three methods of collecting follow-up information.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction 1. Explain that the purpose of this activity is to discuss the advantages and disadvantages of three methods of collecting follow-up information (mail questionnaires, personal interviews, and telephone interviews). 2. Point out that individual perceptions of advantages versus disadvantages may vary according to the person and the setting.	

Facilitator's Outline	Notes
3. Have participants review the reading for Competency 2 on page 10.	
B. Process	
1. Have participants use the handout "Collecting Follow-up Information" to list advantages and disadvantages of each method.	You may want to divide the large group into smaller ones to facilitate discussion.
2. Ask participants to select the method they believe to be most satisfactory.	
3. Have participants give a rationale for their choice.	

Collecting Follow-up Information

Method: Mail Questionnaire

Advantages:

1.
2.
3.

Disadvantages:

1.
2.
3.

Method: Personal Interview

Advantages:

1.
2.
3.

Disadvantages:

1.
2.
3.

Method: Telephone Interview

Advantages:

1.
2.
3.

Disadvantages:

1.
2.
3.

NOTES

Learning Experience 3

Developing a Plan for Follow-up Studies

OVERVIEW

COMPETENCY	Develop a plan for conducting follow-up activities that includes goals and objectives, major tasks, roles and responsibilities of staff, resources needed, costs, and timeline.
READING	Read Competency 3 on page 14.
INDIVIDUAL ACTIVITY	Develop a plan for conducting follow-up studies that includes goals and objectives, major tasks, roles and responsibilities of staff, resources needed, costs, and timeline.
INDIVIDUAL LEARNING OBJECTIVE	Develop a plan for a follow-up study.
INDIVIDUAL FEEDBACK	Compare your plan with the sample provided.
GROUP LEARNING OBJECTIVE	Evaluate and revise plans for follow-up activities.
GROUP ACTIVITY	Evaluate and revise plans for follow-up activities in small groups.

INDIVIDUAL ACTIVITY

Develop a plan for a follow-up study.

As you read Competency 3 on page 14, you will note that the kinds of information that need to be included in a plan are listed. A sample plan is also provided. In order to achieve all of your objectives in the study, parts of your plans may need to be developed in some detail. After reviewing the sample in the reading, develop a plan for the following goal and objective:

Goal: To provide effective career counseling services for all clients.

Objective: To determine the effectiveness of career counseling services for handicapped clients.

INDIVIDUAL FEEDBACK

Compare your plan with the sample provided.

Compare your plan with the model. Does your plan contain the following elements?

Goal(s) and Objective(s)

Activities and Staffing Responsibilities

Timeline

Budget

PLANNING SHEET

Goal: To provide effective career counseling services for all clients

Objective: To determine the effectiveness of the career counseling services for handicapped clients

Activity	Person/Group Responsible	Resources and Materials Needed	Cost	Time Line
1. Develop criterion questions measure the objective.	Coordinator	Objectives of Center	Personnel	March 10-12
2. Design questionnaire items.	Coordinator		Personnel	March 15
3. Type questionnaire items.	Secretary	Typewriter	Personnel	March 16
4. Pretest questionnaire items if necessary.	Guidance Program	Questionnaire Clients	$10.00	March 19
5. Revise questionnaire items if necessary.	Coordinator			March 20
6. Type final draft.	Secretary	Paper Typewriter	$15.00	March 21-22

GROUP ACTIVITY

Evaluate and revise plans for follow-up activities in small groups.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction 1. Explain that this activity is designed to give participants practice in evaluating and revising follow-up plans. 2. Indicate that this activity builds on the work accomplished in the Individual Activity described above. 3. Have participants complete the Individual Activity if they have not already done so. B. Process 1. Ask participants to divide into groups of three members each. 2. Have the small group members evaluate the three plans they have developed. As a group, they should decide which of the three is the best. 3. After choosing the most appropriate plan, have the group revise the plan as needed. 4. Reassemble the large group and discuss some of the plans.	

Learning Experience 4

Developing Instruments for Collecting Follow-up Data

OVERVIEW

COMPETENCY	Develop instruments for collecting follow-up data, pilot test them on a sample of program participants, and revise the instruments for future follow-up efforts.
READING	Read Competency 4 on page 21.
INDIVIDUAL LEARNING OBJECTIVE	Assess the effectiveness of questionnaire items used in a follow-up study.
INDIVIDUAL ACTIVITY	Identify weaknesses in questionnaire items.
INDIVIDUAL FEEDBACK	Compare the weaknesses you identify with those identified in the sample provided.
GROUP LEARNING OBJECTIVE	Discuss the weaknesses in questionnaire items and rewrite those items eliminating the weaknesses.
GROUP ACTIVITY	Discuss weaknesses in questionnaire items and rewrite those items eliminating the weaknesses in small groups.

INDIVIDUAL ACTIVITY

Identify weaknesses in questionnaire items.

Review the reading for Competency 4 on page 20. You will note that a checklist of do's and don'ts for instrument construction is included. Review that checklist and then identify the weaknesses or "don'ts" in the following questionnaire items:

1. How did you get your first job?

   Weakness _____

2. What is your current salary?

   Weakness _____

3. What are your hobbies?

   Weakness _____

INDIVIDUAL FEEDBACK

Compare the weaknesses you identified with those identified in the sample provided.

Did you see these weaknesses?

1. Open-ended question (All of the questions have this flaw.)
2. Too personal
3. "Interesting to know" but not necessary for follow-up

GROUP ACTIVITY

Discuss weaknesses in questionnaire items and provide better items and eliminate the weaknesses in each present.

Facilitator's Outline	Notes
A. Introduction	
1. Explain that this activity is designed to help participants identify and corect weaknesses in questionnaire items.	
2. Indicate that they will be revising questionnaire items.	
3. Have participants review the reading for Competency 4 on page 21.	
B. Process	
1. Have the participants break into groups of two.	
2. Ask them to identify the weaknesses in the items on the handout "Follow-up Questionnaire" and then, as a team, rewrite each item.	You may also want to use the items in the Individual Activity.
3. Reassemble as a total group and share the revised questionnaire items.	

NOTES

Handout

Follow-up Questionnaire

1. What are your current work duties?

   Revision_____

2. What is your age?

   Revision_____

NOTES

Learning Experience 5

Interpreting, Reporting, and Disseminating Follow-up Data

OVERVIEW

COMPETENCY	Interpret and report data collected from follow-up studies, and present information to various audiences such as program administrators, counselors, employers, planners, clients' family members, and others.
READING	Read Competency 5 on page 22.
INDIVIDUAL LEARNING OBJECTIVE	Identify the audiences to whom the follow-up study report should be disseminated.
INDIVIDUAL ACTIVITY	Develop a checklist of persons to whom the follow-up report will be disseminated.
INDIVIDUAL FEEDBACK	Compare your checklist to the sample provided.
GROUP LEARNING OBJECTIVE	Analyze a partial summary of follow-up information and suggest tentative conclusions from the data.
GROUP ACTIVITY	Analyze a summary of follow-up data and suggest some tentative conclusions from the data in small groups.

INDIVIDUAL ACTIVITY

Develop a checklist of persons to whom the follow-up report will be disseminated.

In the reading for Competency 5 on page 21, several groups and individuals were suggested as possible recipients of the report of the follow-up study. Review those suggestions and develop a dissemination checklist of the follow-up study that will list the individuals and groups who should receive information about the follow-up.

INDIVIDUAL FEEDBACK

Compare your checklist with the sample provided.

Did you include most of these individuals/groups?

Dissemination Checklist

Program Personnel

_____Program Director

_____Program Evaluator

_____Placement Coordinator

_____Equal Opportunity Officer

Advisory Committee

_____Chairperson

_____All Members

Government Agencies

_____State Department of Education

_____U.S. Department of Education

_____U.S. Department of Labor

Community Groups

_____Local Employers' Association

_____Local Labor Unions

_____Parent/Teachers' Organization

GROUP ACTIVITY

Analyze a summary of follow-up data and suggest some tentative conclusions from the data in small groups.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction	
1. Explain that this activity is designed to help participants analyze follow-up data.	
2. Have participants review the reading for Competency 5 on page 22.	
B. Process	
1. Ask participants to divide into groups of three members each.	
2. Have the small groups analyze the data on the handout "Partial Summary Tabulation of a Follow-up Study" and suggest some conclusions that might be drawn from the data. One member of the group should record the conclusions.	Allow 10 minutes for this part of the activity.
3. Reassemble as a total group and have participants share their tentative conclusions.	
4. Encourage participants to cite support for their conclusions.	You may want to list them on a chalkboard.
5. Encourage your group to suggest some possible recommendations based on the tentative conclusions.	

Handout

Partial Summary Tabulation of a Follow-up Study

This tabulation is from a three month follow-up study of graduates of a one-year adult education program in data processing. Twenty-five students graduated. By personally contacting each individual by telephone, a 100 percent response was obtained.

Enrollment: 25

Questions	Responses
1. When you left the program, did you seek full-time (30 hours/week) employment?	
Yes	23
No	2
2. If you sought full-time work, did you find it?	
Yes	20
No	3
3. How closely did your work relate to the training you received?	
Was employed in the work for which I trained	15
Was employed in a related occupation	8
Was employed in a completely different occupation	2
4. How long did it take to find employment?	
Found job immediately	14
No jobs available	0
Lacked skills for the jobs available	0
Wanted more training	0
Found job the first month	0
5. How do you rate your training?	
Excellent	4
Good	14
Fair	6
Poor	1

NOTES

Learning Experience 6

Providing Follow-through Services

OVERVIEW

COMPETENCY	Describe several strategies for following through on clients' progress such as periodic counseling interviews with clients after they have left the program, and written or oral communication with clients and the employer, family members, teachers of clients, or with placement agency representatives.
READING	Read Competency 6 on page 25.
INDIVIDUAL LEARNING OBJECTIVE	Demonstrate your knowledge of follow-through services and strategies.
INDIVIDUAL ACTIVITY	Demonstrate your knowledge of follow-through services by applying appropriate strategies to various situations.
INDIVIDUAL FEEDBACK	Compare your answers with those of the sample provided.
GROUP LEARNING OBJECTIVE	Apply your knowledge of follow-through services and strategies.
GROUP ACTIVITY	Apply your knowledge of follow-through by role playing the situations presented.

INDIVIDUAL ACTIVITY

Demonstrate your knowledge of follow-through strategies by apply ng appropriate strategies to various situations.

Review the reading for Competency 6 on page 25 and then complete the following activity. For the situations below, indicate which of the three follow-through services would be most appropriately applied and give a rationale for your selection.

Situation 1: You are interviewing a former client at her work site. She expresses that she would now like more training. Which one of the follow-through services would be appropriate? _____

Rationale _____

_____

Situation 2: A former client calls you on the telephone to discuss the adjustment problems she is having on her new job. Which one of the follow-through services would be most appropriate? _____

Rationale _____

_____

Situation 3: You are interviewing a former client at his work site. He reports that his job is much more difficult than he thought when he took it. He feels he lacks the skills necessary to adequately perform the job and is afraid he will be eventually fired. Which one of the follow-through services would be the most appropriate? _____

Rationale _____

_____

INDIVIDUAL FEEDBACK

Compare your selections with those of the sample provided.

Did you choose the following services as the appropriate ones?

1. Referral services because the client is seeking training information.
2. Counseling services because the client is having problems adjusting.
3. Referral services because the client is seeking sources of additional training.

GROUP ACTIVITY

Apply your knowledge of follow-through strategies by role playing the situations presented.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction 1. Explain that this activity is designed to help participants apply follow-through strategies. 2. Indicate that this activity requires participants to role play in groups of two. 3. Have participants review the reading for Competency 6 on page 25. B. Process 1. Ask the participants to form groups of two and decide which of the two role play situations on the handout "Role Play" they will perform.	

Facilitator's Outline	Notes
2. Have each individual in the small group choose one of the two roles described for the chosen situation. 3. Reassemble the total group and discuss the strategies that each group used to resolve the problem situations.	Allow 10 minutes for the role plays.

Role Play Situations

Situation 1: A former client drops in to talk to the follow-up coordinator about the difficulty he/she is having with the other workers on his/her new job. The follow-through coordinator wants to help him/her.

Situation 2: An employer calls to inform the follow-up coordinator that his/her new employee (the coordinator's former client) is having attendance problems. The employer does not want to fire the employee but his/her patience is wearing thin.

NOTES

Learning Experience 7

Discussing Follow-through Services

OVERVIEW

COMPETENCY	Discuss follow-through services with clients prior to their leaving the program, select option(s) that will best meet the clients' and program's needs and obtain a commitment from the clients to cooperate in follow-through efforts.
READING	Read Competency 7 on page 28.
INDIVIDUAL LEARNING OBJECTIVE	Describe and discuss follow-through services with clients.
INDIVIDUAL ACTIVITY	Develop a one-page pamphlet describing follow-through services.
INDIVIDUAL FEEDBACK	Compare the content of your pamphlet with the sample provided.
GROUP LEARNING OBJECTIVE	Discuss follow-through services with a mock client.
GROUP ACTIVITY	Role play a situation in which you are discussing the availability of follow-through services to a client who is about to leave the program.

INDIVIDUAL ACTIVITY

Develop a one page pamphlet describing follow-through services.

Read the information for Competency 7 on page 28. After reviewing the services offered in an effective follow-through program, develop a one-page pamphlet describing the services available in your program (or a hypothetical one).

INDIVIDUAL FEEDBACK

Compare the content of your pamphlet with the sample below.

Does your pamphlet contain this type of information?

The Reynoldsburg Career Guidance Program wants you to be aware of the services that will be available after you leave the program. Please use them, they are for you!

Counseling Services for Clients

To assist clients in making initial work adjustments.

To assist clients in dealing with personal problems that might interfere with their jobs.

Referral Services for Clients

To direct clients to additional sources of career information.

To direct clients to additional sources of career preparation or training.

To direct clients to additional job placement services for either advancement or relocation.

Consultation Services for Employers

To assist employers in arranging for educational opportunities to improve employee skills.

To help employers to identify existing jobs which might be redesigned to utilize the entry-level skills of some clients.

GROUP ACTIVITY

Role play a situation in which you are discussing the availability of follow-through services.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction 1. Explain that this activity is designed to assist participants in informing clients about follow-through services prior to their leaving the program.	

Facilitator's Outline	Notes
2. Indicate that this activity requires participants to role play in groups of two.	
3. Have participants review the reading for Competency 7 on page 28.	
B. Process	
1. Ask participants to divide into groups of two members each.	
2. Have each participant take the role of the follow-through coordinator and alternately role play the above situation presented in the handout "Role Play Situation."	This should take 8 to 10 minutes.
3. Move through the groups and choose one of the groups to role play the situation for the entire group.	Encourage the coordinator to be persuasive.

Handout

Role Play Situation

As a follow-through coordinator, it is your responsibility to inform clients about the services you offer once they leave or complete the program. You are just completing your last session with a client. You want him to cooperate in your follow-through efforts so you say . . .

NOTES

Learning Experience 8

Recording and Evaluating Follow-through Data

OVERVIEW

COMPETENCY	Record information collected during follow-through efforts and evaluate those efforts in terms of their effect on client's progress and benefits to the organization.
READING	Read Competency 8 on page 28.
INDIVIDUAL LEARNING OBJECTIVE	Record follow-through data collected during an informal contact with an employer or former client.
INDIVIDUAL ACTIVITY	Develop a list of critical information to solicit from a former client during a meeting.
INDIVIDUAL FEEDBACK	Compare your list with items suggested for inclusion.
GROUP LEARNING OBJECTIVE	Evaluate follow-through efforts in terms of their effect on client's progress and benefits to the organization.
GROUP ACTIVITY	Develop questionnaire items designed to measure the effectiveness of follow-through services.

INDIVIDUAL ACTIVITY

Develop a list of critical information to solicit from a former client during a meeting.

Review the reading for Competency 8 on page 28. You will note that follow-through information is sometimes collected during informal contacts with former clients or employers. Make a list of the kind of information you would like to solicit if you meet a former client in an informal situation.

INDIVIDUAL FEEDBACK

Compare your list with items suggested for inclusion.

There is not a right or wrong answer for this activity; however, there is some basic information which might be important for you to secure from a former client during a chance meeting. You should get the following minimum information.

Client's Name _____

Client's Phone _____

Client's Address _____

Employer's Name _____

Employer's Address _____

Reason for Contact _____

Action Taken or Recommended _____

_____

GROUP ACTIVITY

Develop questionnaire items designed to measure the effectiveness of follow-through services.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction	
1. Explain that this activity is designed to assist participants in evaluating follow-through efforts.	
2. Indicate that this activity requires participants to engage in brainstorming techniques.	

Facilitator's Outline	Notes
3. Have participants review the reading for Competency 6 on page 25.	
B. Process	
1. Have the group assume that their career guidance program has been offering the follow-through services described in the reading for Competency 6 on page 25. • Counseling • Referral • Consultation	
2. Have the group brainstorm possible questionnaire items that could be used to evaluate follow-through efforts.	Use the methods for developing questionnaire items that was explained in Competency 4 on page 20.

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1. Name (Optional) _____ 3. Date _____

2. Position Title _____ 4. Module Number _____

Agency Setting (Circle the appropriate number)

6. Elementary School
7. Secondary School
8. Postsecondary School
9. College/University
10. JTPA
11. Veterans
12. Church
13. Corrections
14. Youth Services
15. Business/Industry Management
16. Business/Industry Labor
17. Parent Group
18. Municipal Office
19. Service Organization
20. State Government
21. Other

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)					POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)				
	None	Slight	Some	Much	Very Much	Not Taught	Little	Some	Good	Outstanding
1. Presenting a persuasive argument for including follow-up activities.	0	1	2	3	4	0	1	2	3	4
2. Discussing the advantages and disadvantages of methods used for collecting follow-up information.	0	1	2	3	4	0	1	2	3	4
3. Evaluating and revising plans for follow-up data.	0	1	2	3	4	0	1	2	3	4
4. Discussing questionnaire items and revising them.	0	1	2	3	4	0	1	2	3	4
5. Analyzing and summarizing follow-up data received from program leavers.	0	1	2	3	4	0	1	2	3	4
6. Demonstrating knowledge of follow-through services by applying approximate strategies to various situations.	0	1	2	3	4	0	1	2	3	4
7. Discussing follow-through services with a client prior to leaving the program.	0	1	2	3	4	0	1	2	3	4
8. Developing questionnaire items designed to measure the effectiveness of follow-through services.	0	1	2	3	4	0	1	2	3	4

Overall Assessment on Topic of Follow-up and Follow-through

Comments:

_____

_____

NOTES

Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School
_____ Secondary School
_____ Postsecondary School
_____ College/University
_____ JTPA
_____ Veterans
_____ Church
_____ Corrections
_____ Youth Services
_____ Business/Industry Management
_____ Business/Industry Labor
_____ Parent Group
_____ Municipal Office
_____ Service Organization
_____ State Government
_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participations or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 5					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 6					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 7					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 8					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

Outstanding: If more than 75% of learners mastered the content as expected.

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
5 = score (1-4)	_____	5 = score (1-4)	_____
6 = score (1-4)	_____	6 = score (1-4)	_____
7 = score (1-4)	_____	7 = score (1-4)	_____
8 = score (1-4)	_____	8 = score (1-4)	_____
Total (add up)	_____	Total (add up)	_____

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____

*Maximum total is the number of learning experiences taught times four (4).

NOTES

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities which require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work:

Module Title: *Facilitate Follow-through and Follow-up*

Module Number: CG C-11

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1: Develop a rationale for including follow-up activities in a career guidance program.	1. Are the arguments presented for conducting a follow-up activity sound and convincing?
Group Activity Number 2: Discuss the advantages of three methods for collecting follow-up information.	1. Did the group appear to reach consensus on the most satisfactory method for collecting follow-up information? 2. Were individuals able to give a reasonable rationale as to why they perceived a specific method to be advantageous or not?
Group Activity Number 3: Evaluate and revise plans for follow-up activities.	1. Are participants providing substantive and constructive criticisms to one another. 2. Is there an overall improvement of follow-up plans after the group discussion?
Group Activity Number 4: Discuss weaknesses in questionnaire items.	1. Are participants attentive to potential problems such as open-ended questions, and "nice to know" questions? 2. Do questionnaire items show any improvement once they are revised?
Group Activity Number 5: Analyze a partial summary of follow-up information.	1. Are participants cognizant that a specific response can have numerous interpretations? 2. Can participants suggest program improvement activities that would compensate for "negative" responses?
Group Activity Number 6: Apply knowledge of follow-through services and strategies.	1. Did participants generate a number of sound resolutions to deal with the problem in each situation? 2. Are participants knowledgeable about the types of services that can be used in follow-through for students? e.g. referral, counseling, consultation, etc.

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 7 Discuss the availability of follow-through services to clients.	1. Are participants effective and convincing in encouraging "the student" to participate in follow-through activities? 2. Are participants able to generate at least three different reasons for participating in follow-through services other than those cited in the module?
Group Activity Number 8 Develop questionnaire items designed to measure the effectiveness of follow-through services.	1. Are the participants generating questionnaire items that are clear and ambiguous? 2. Are participants generating questions that relate to the areas of counseling, referral, and consultation?

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Johnson, M., Ho, C., Shellberg, K. and Gomez, J. *Bridges to Employment, Book Two*, Research and Development Series No. 186. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1980.

Kosmo, Susan J. and Hartz, John D. *Career Counseling in the Rural School*, Research and Development Series No. 118C1. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1977.

Kosmo, Susan J. and Hartz, John D. *Transitional Career Placement in the Rural School*, Research and Development Series No. 118C4. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1977.

McKinney, F.L. and Oglesby, C. *Developing and Conducting Follow-up Studies of Former Students*. Lexington, KY: Research Coordinating Unit for Vocational Education, 1971.

ADDITIONAL RESOURCES

Materials listed in this section are ones that can provide you with additional knowledge and skills in the area of follow-through and follow-up.

Albright, Len, and Fabac, John. *Conducting Student Follow-up*. Instructor's Guide B. Urbana, IL: Bureau of Educational Research, Illinois University, 1978.

Part of a resource package designed to assist local education agency personnel in improving quality of instruction and supportive services to special needs students enrolled in vocational education programs, the eighth of nine instructor guides presents procedures for conducting a follow-up of students who have completed the vocational program and who are engaged in work and/or continued training. It is explained that information collected from learner follow-up should provide the instructor with a reading on the student's level of work adjustment and point out areas within the instructional program which may need to be strengthened. Example documents included.

Conduct a Student Follow-up Study. Module A-10 of Category A, Program Planning, Development, and Evaluation of the Professional Teacher Education Module Series. Columbus, OH: The Center for Vocational Education. Published and distributed by the American Association for Vocational Instructional Materials (AAVIM), Athens, GA, 1978.

This module is designed to acquaint vocational education teachers with follow-up procedures and to provide them with the skills required to plan and conduct a student follow-up study. Four learning experiences direct the module user to (1) demonstrate knowledge of the steps and procedures involved in planning and conducting a follow-up study; (2) develop or adapt a questionnaire which could be used to obtain information from former students; (3) summarize, interpret, and report given data; and (4) conduct a student follow-up study in an actual school situation. User's performance should be assessed by a resource person.

Franchak, Stephen J., and Spirer, Janet E. *Evaluation Handbook: Guidelines and Practices for Follow-up Studies of Former Vocational Education Students*. Volume 1. Columbus, OH: The

National Center for Research in Vocational Education, The Ohio State University, 1978.

This handbook is addressed primarily to state and local education agencies to assist them in designing, adapting, and conducting more efficient and effective follow-up studies. It outlines specific procedures and mechanics for conducting the studies, procedures for data analysis and reporting, and use of the data and studies in planning and improving programs and services. Useful appendices contain samples of forms needed in follow-up study.

Job Placement and Follow-up Manual. Atlanta, GA: Office of Adult and Vocational Education, Georgia State Department of Education, 1977.

This operational guide for job placement specialists and others charged with establishing and operating placement and follow-up programs in state and area vocational-technical schools and joint college programs is presented in eleven sections: (103) A centralized, specialized program is proposed to meet state board of education requirements to assess student's interests, needs, and skills, to place students, and to follow-up student progress, salary, job/training relationship, weaknesses, and suggestions; (4) twelve placement and follow-up objectives are suggested; (5) it is advised that the specialist send only qualified applicants to interview; (6) responsibilities are suggested for each staff position; (7) operational guidelines for student services, location, hours, and clerical staff are provided; (8) job interview skills, involving application, resume, and interviewing techniques are outlined; (9) the job bank system and agencies helpful in locating jobs are discussed; (1) the advisory committee make-up and duties are detailed; and (11) the TECHDAYS program (a coordinated state department of education and area school staff effort to bring in employers to interview) and a TECHDAYS component called Operation RIPE (recruiting and interviewing prospective employees) are described. The appendix contains ten sample documents related to TECHDAYS' communications with prospective employers, agenda and schedule, and evaluation procedures.

Johnson, Marion T.; Ho, Clair; Shellberg, Ken; and Gomez, Jose M. Perez. *Bridges to Employment, Book Two*. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1980.

This manual describes practices for job development, placement, and follow-through of unemployed youth for vocational education and manpower training. It is addressed to community service representatives such as CETA prime sponsors and the personnel of manpower agencies and state employment service offices as well as to educational administrators, teachers, and counselors. It lists current legislation relative to the activities described and offers social, political, legal, and economic recommendations. An annotated bibliography is provided.

White, Thomas R. *Adult Vocational Education Follow-Through. A System for Participant Feedback for Decision Makers*. Final Report. Bloomington, IN: Vocational Education Information Services, Indiana University Library, 1978.

This report outlines the operation of a state funded follow-through project. The objectives of this project were (1) to develop participant feedback materials that can be used by local adult vocational education (AVE) administrators for program planning, implementation, and evaluation and (2) to determine why participants enroll in AVE programs. A follow-up survey which contained key items from the follow-through system surveys was developed. This instrument was field tested on former AVE participants in four Indiana school systems to determine its feasibility for conducting a state-wide base line survey of adult vocational education. The pilot study indicated that most adults do not enroll in AVE programs to learn basic skills and knowledge in order to secure a job, to change jobs either in relation to immediate or future employment, to prepare for entry into advanced training programs, to explore careers, or to pursue a leisure interest.

Appendices

Appendix A

§ 1232g. Family educational and privacy rights

(a) Conditions for availability of funds to educational agencies or institutions; inspection and review of education records; specific information to be made available; procedure for access to education records; reasonableness of time for such access; hearings; written explanations by parents; definitions

(1)(A) No funds shall be made available under any applicable program to any educational agency or institution which has a policy of denying, or which effectively prevents, the parents of students who are or have been in attendance at a school of such agency or at such institution, as the case may be, the right to inspect and review the education records of their children. If any material or document in the education record of a student includes information on more than one student, the parents of one of such students shall have the right to inspect and review only such part of such material or document as relates to such student or to be informed of the specific information contained in such part of such material. Each educational agency or institution shall establish appropriate procedures for the granting of a request by parents for access to the education records of their children within a reasonable period of time, but in no case more than forty-five days after the request has been made.

(B) The first sentence of subparagraph (A) shall not operate to make available to students in institutions of postsecondary education the following materials:

(i) financial records of the parents of the student or any information contained therein;

(ii) confidential letters and statements of recommendation, which were placed in the education records prior to January 1, 1975, if such letters or statements are not used for purposes other than those for which they were specifically intended;

(iii) if the student has signed a waiver of the student's right of access under this subsection in accordance with subparagraph (C), confidential recommendations—

(I) respecting admission to any educational agency or institution,

(II) respecting an application for employment, and

(III) respecting the receipt of an honor or honorary recognition.

(C) A student or a person applying for admission may waive his right of access to confidential statements described in clause (iii) of subparagraph (B), except that such waiver shall apply to recommendations only if (i) the student is, upon request, notified of the names of all persons making confidential recommendations and (ii) such recommendations are used solely for the purpose for which they were specifically intended. Such waivers may not be required as a condition for admission to, receipt of financial aid from, or receipt of any other services or benefits from such agency or institution.

(2) No funds shall be made available under any applicable program to any educational agency or institution unless the parents of students who are or have been in attendance at a school of such agency or at such institution are provided an opportunity for a hearing by such agency or institution, in accordance with regulations of the Secretary, to challenge the content of such student's education records in order to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein and to insert into such records a written explanation of the parents respecting the content of such records.

(3) For the purposes of this section the term "educational agency or institution" means any public or private agency or institution which is the recipient of funds under any applicable program.

(4)(A) For the purposes of this section, the term "education records" means, except as may be provided otherwise in subparagraph (B), those records, files, documents, and other materials which—

(i) contain information directly related to a student; and

(ii) are maintained by an educational agency or institution or by a person acting for such agency or institution.

(B) The term "education records" does not include—

(i) records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute;

(ii) if the personnel of a law enforcement unit do not have access to education records under subsection (b)(1) of this section, the records and documents of such law enforcement unit which (I) are kept apart from records described in subparagraph (A), (II) are maintained solely for law enforcement purposes, and (III) are not made available to persons other than law enforcement officials of the same jurisdiction;

(iii) in the case of persons who are employed by an educational agency or institution but who are not in attendance at such agency or institution, records made and maintained in the normal course of business which relate exclusively to such person in that person's capacity as an employee and are not available for use for any other purpose; or

(iv) records on a student who is eighteen years of age or older, or is attending an institution of postsecondary education, which are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his professional or paraprofessional capacity, or assisting in that capacity, and which are made, maintained, or used only in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment, except that such records can be personally reviewed by a physician or other appropriate professional of the student's choice.

(5)(A) For the purposes of this section the term "directory information" relating to a stu-

dent includes the following: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

(B) Any educational agency or institution making public directory information shall give public notice of the categories of information which it has designated as such information with respect to each student attending the institution or agency and shall allow a reasonable period of time after such notice has been given for a parent to inform the institution or agency that any or all of the information designated should not be released without the parent's prior consent.

(6) For the purposes of this section, the term "student" includes any person with respect to whom an educational agency or institution maintains education records or personally identifiable information, but does not include a person who has not been in attendance at such agency or institution.

(b) Release of education records; parental consent requirement; exceptions; compliance with judicial orders and subpoenas; audit and evaluation of Federally-supported education programs; record-keeping

(1) No funds shall be made available under any applicable program to any educational agency or institution which has a policy or practice of permitting the release of education records (or personally identifiable information contained therein other than directory information, as defined in paragraph (5) of subsection (a) of this section) of students without the written consent of their parents to any individual, agency, or organization, other than to the following—

(A) other school officials, including teachers within the educational institution or local educational agency, who have been determined by such agency or institution to have legitimate educational interest;

(B) officials of other schools or school systems in which the student seeks or intends to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record;

(C) authorized representatives of (i) the Comptroller General of the United States, (ii) the Secretary, (iii) an administrative head of an education agency (as defined in section 1221e-3(c) of this title), or (iv) State educational authorities under the conditions set forth in paragraph (3) of this subsection;

(D) in connection with a student's application for, or receipt of, financial aid;

(E) State and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to State statute adopted prior to November 19, 1974;

(F) organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted;

(G) accrediting organizations in order to carry out their accrediting functions;

(H) parents of a dependent student of such parents, as defined in section 152 of title 26; and

(I) subject to regulations of the Secretary, in connection with an emergency, appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

Nothing in clause (E) of this paragraph shall prevent a State from further limiting the number or type of State or local officials who will continue to have access thereunder.

(2) No funds shall be made available under any applicable program to any educational agency or institution which has a policy or practice of releasing, or providing access to, any personally identifiable information in education records other than directory information, or as is permitted under paragraph (1) of this subsection unless—

(A) there is written consent from the student's parents specifying records to be released, the reasons for such release, and to whom, and with a copy of the records to be released to the student's parents and the student if desired by the parents, or

(B) such information is furnished in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that parents and the students are notified of all such orders or subpoenas in advance of the compliance therewith by the educational institution or agency.

(3) Nothing contained in this section shall preclude authorized representatives of (A) the Comptroller General of the United States, (B) the Secretary, (C) an administrative head of an education agency or (D) State educational authorities from having access to student or other records which may be necessary in connection with the audit and evaluation of Federally-supported education program, or in connection with the enforcement of the Federal legal requirements which relate to such programs: *Provided*, That except when collection of personally identifiable information is specifically authorized by Federal law, any data collected by such officials shall be protected in a manner which will not permit the personal identification of students and their parents by other than those officials, and such personally identifiable data shall be destroyed when no longer needed for such audit, evaluation, and enforcement of Federal legal requirements.

(4)(A) Each educational agency or institution shall maintain a record, kept with the education records of each student, which will indicate all individuals (other than those specified in paragraph (1)(A) of this subsection), agencies, or organizations which have requested or obtained access to a student's education records

maintained by such educational agency or institution, and which will indicate specifically the legitimate interest that each such person, agency, or organization has in obtaining this information. Such record of access shall be available only to parents, to the school official and his assistants who are responsible for the custody of such records, and to persons or organizations authorized in, and under the conditions of, clauses (A) and (C) of paragraph (1) as a means of auditing the operation of the system.

(B) With respect to this subsection, personal information shall only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the student.

(c) Surveys or data-gathering activities; regulations

The Secretary shall adopt appropriate regulations to protect the rights of privacy of students and their families in connection with any surveys or data-gathering activities conducted, assisted, or authorized by the Secretary or an administrative head of an education agency. Regulations established under this subsection shall include provisions controlling the use, dissemination, and protection of such data. No survey or data-gathering activities shall be conducted by the Secretary, or an administrative head of an education agency under an applicable program, unless such activities are authorized by law.

(d) Students' rather than parents' permission or consent

For the purposes of this section, whenever a student has attained eighteen years of age, or is attending an institution or postsecondary education the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student.

(e) Informing parents or students of rights under this section

No funds shall be made available under any applicable program to any educational agency or institution unless such agency or institution informs the parents of students, or the students, if they are eighteen years of age or older, or are attending an institution of postsecondary education, of the rights accorded them by this section.

(f) Enforcement; termination of assistance

The Secretary, or an administrative head of an education agency, shall take appropriate actions to enforce provisions of this section and to deal with violations of this section, according to the provisions of this chapter, except that action to terminate assistance may be taken only if the Secretary finds there has been a failure to comply with the provisions of this section, and he has determined that compliance cannot be secured by voluntary means.

(g) Office and review board; creation; functions

The Secretary shall establish or designate an office and review board within the Department of Health, Education, and Welfare for the purpose of investigating, processing, reviewing, and adjudicating violations of the provisions of this section and complaints which may be filed concerning alleged violations of this section. Except for the conduct of hearings, none of the functions of the Secretary under this section shall be carried out in any of the regional offices of such Department.

(Pub. L. 90-247, title IV, § 438, as added Pub. L. 93-380, title V, § 513(a), Aug. 21, 1974, 88 Stat. 571, and amended Pub. L. 93-568, § 2(a), Dec. 31, 1974, 88 Stat. 1858.)

AMENDMENTS

1974—Subsec. (a)(1). Pub. L. 93-568, § 2(a)(1)(A) to (C), (2)(A) to (C), (3), designated existing par. (1) as subpar. (A), and in subpar. (A) as so designated, substituted reference to educational agencies and institutions for reference to state or local educational agencies, institutions of higher education, community colleges, schools, agencies offering preschool programs, and other educational institutions, substituted the generic term education records for the enumeration of such records, and extended the right to inspect and review such records to parents of children who have been in attendance, and added subpars. (B) and (C).

Subsec. (a)(2). Pub. L. 93-568, § 2(a)(4), substituted provisions making the availability of funds to educational agencies and institutions conditional on the granting of an opportunity for a hearing to parents of students who are or have been in attendance at such institution or agency to challenge the contents of the student's education records for provisions granting the parents an opportunity for such hearing, and added provisions authorizing insertion into the records a written explanation of the parents respecting the content of such records.

Subsec. (a)(3). Pub. L. 93-568, § 2(a)(1)(G) added subsec. (a)(3).

Subsecs. (a)(4), (5). Pub. L. 93-568, § 2(a)(2)(F) added subsec. (a)(4) and (5).

Subsec. (a)(6). Pub. L. 93-568, § 2(a)(5) added subsec. (a)(6).

Subsec. (b)(1). Pub. L. 93-568, § 2(a)(1)(D), (2)(D), (6), (8)(A) to (C), (10)(A), in provisions preceding subpar. (A), substituted "educational agency or institution which has a policy of permitting the release of education records (or personally identifiable information contained therein other than directory information, as defined in paragraph (5) of subsection (a) of this section)" for "state or local educational agency, any institution of higher education, any community college, any school, agency offering a preschool program, or any other educational institution which has a policy or practice of permitting the release of personally identifiable records or files (or personal information contained therein)", in subpar. (A), substituted "educational agency, who have been determined by such agency or institution to have" for "educational agency who have", in subpar. (B), substituted "the student seeks or intends to" for "the student intends to", in subpar. (C), substituted reference to "section 409 of this Act" which for purposes of codification has been translated as "section 1221e-3(c) of this title", and added subpars. (E) to (I).

Subsec. (b)(2). Pub. L. 93-568, § 2(a)(1)(E), (2)(E), substituted "educational agency or institution which has a policy or practice of releasing, or providing access to, any personally identifiable information in education records other than directory information, or as is permitted under paragraph (1) of this subsection" for "state or local educational agency, any institution of higher education, any community college, any school, agency offering a preschool program, or any other educational institution which has a policy or practice of furnishing, in any form, any personally identifiable information contained in personal school records, to any persons other than those listed in subsection (b)(1) of this section".

Subsec. (b)(3). Pub. L. 93-568, § 2(a)(3)(D), substituted "information is specifically authorized by Federal law, any data collected by such officials shall be protected in a manner which will not permit the personal

identification of students and their parents by other than those officials, and such personally identifiable data shall be destroyed when no longer needed for such audit, evaluation, and enforcement of Federal legal requirements" for "data is specifically authorized by Federal law, any data collected by such officials with respect to individual students shall not include information (including social security numbers) which would permit the personal identification of such students or their parents after the data so obtained has been collected".

Subsec. (b)(4). Pub. L. 93-568, § 2(a)(9), substituted provisions that each educational agency or institution maintain a record, kept with the education records of each student, indicating individuals, agencies, or organizations who obtained access to the student's record and the legitimate interest in obtaining such information, that such record of access shall be available only to parents, school officials, and their assistants having responsibility for the custody of such records, and as a means of auditing the operation of the system, for provisions that with respect to subsecs. (c)(1), (c)(2), and (c)(3) of this section, all persons, agencies, or organizations desiring access to the records of a student shall be required to sign forms to be kept with the records of the student, but only for inspection by the parents or the student, indicating specifically the legitimate educational or other interest of the person seeking such information, and that the form shall be available to parents and school officials having responsibility for record maintenance as a means of auditing the operation of the system.

Subsec. (e). Pub. L. 93-568, § 2(a)(1)(F), substituted "to any educational agency or institution unless such agency or institution" for "unless the recipient of such funds".

Subsec. (g). Pub. L. 93-568, § 2(a)(7), (10)(B), struck out reference to sections 1232c and 1232f of this title and added provisions that except for the conduct of hearings, none of the functions of the Secretary under this section shall be carried out in any of the regional offices of such Department.

EFFECTIVE DATE OF 1974 AMENDMENT

Pub. L. 93-568, § 2(b), provided that: "The amendments made by subsection (a) [amending this section] shall be effective, and retroactive to, November 19, 1974."

EFFECTIVE DATE

Pub. L. 93-380, § 513(b)(1), provided that: "The provisions of this section [classified to this section] shall become effective ninety days after the date of enactment [Aug. 21, 1974] of section 438 of the General Education Provisions Act [this section]."

SHORT TITLE

Pub. L. 93-380, § 513(b)(2), provided that: "This section [classified to this section and provisions set out as a note under this section] may be cited as the 'Family Educational Rights and Privacy Act of 1974'."

SECTION REFERRED TO IN OTHER SECTIONS

This section is referred to in sections 1232i, 1417 of this title.

§ 1232h. Pupil rights, protection; inspection by parents or guardians of instructional material; "research or experimentation program or project" defined

All instructional material, including teacher's manuals, films, tapes, or other supplementary instructional material which will be used in connection with any research or experimentation program or project shall be available for inspection by the parents or guardians of the children engaged in such program or project. For the purpose of this section "research or experimentation program or project" means any program or project in any applicable program designed to explore or develop new or unproven teaching methods or techniques.

(Pub. L. 90-247, title IV, § 439, as added Pub. L. 93-380, title V, § 514(a), Aug. 21, 1974, 88 Stat. 574.)

EFFECTIVE DATE

Pub. L. 93-380, § 514(b), provided that: "The amendment made by subsection (a) [enacting this section] shall be effective upon enactment of this Act [Aug. 21, 1974]."

§ 1232i. Limitations on withholding of Federal assistance

(a) Refusal to supply personal data on students or families

Except as provided in section 1232g(b)(1)(D) of this title, the refusal of a State or local educational agency or institution of higher education, community college, school, agency offering a preschool program, or other educational institution to provide personally identifiable data on students or their families, as a part of any applicable program, to any Federal office, agency, department, or other third party, on the grounds that it constitutes a violation of the right to privacy and confidentiality of students or their parents, shall not constitute sufficient grounds for the suspension or termination of Federal assistance. Such a refusal shall also not constitute sufficient grounds for a denial of, a refusal to consider, or a delay in the consideration of, funding for such a recipient in succeeding fiscal years. In the case of any dispute arising under this section, reasonable notice and opportunity for a hearing shall be afforded the applicant.

(b) Noncompliance with nondiscrimination provisions of Federal law

The extension of Federal financial assistance to a local educational agency may not be limited, deferred, or terminated by the Secretary on the ground of noncompliance with title VI of the Civil Rights Act of 1964 [42 U.S.C. 2000d et seq.] or any other nondiscrimination provision of Federal law unless such agency is accorded the right of due process of law, which shall include—

(1) at least 30 days prior written notice of deferral to the agency, setting forth the particular program or programs which the Secretary finds to be operated in noncompliance with a specific provision of Federal law;

(2) the opportunity for a hearing on the record before a duly appointed administrative law judge within a 60-day period (unless such period is extended by mutual consent of the Secretary and such agency) from the commencement of any deferral;

(3) the conclusion of such hearing and the rendering of a decision on the merits by the administrative law judge within a period not to exceed 90 days from the commencement of such hearing, unless the judge finds by a decision that such hearing cannot be concluded or such decision cannot be rendered within such period, in which case such judge may extend such period for not to exceed 60 additional days;

(4) the limitation of any deferral of Federal financial assistance which may be imposed by

(Pub. L. 92-318, title VIII, § 806, June 23, 1972, 86 Stat. 373.)

REFERENCES IN TEXT

The Civil Rights Act of 1964, referred to in text, is Pub. L. 88-352, July 2, 1964, 78 Stat. 241. Title IV of the Civil Rights Act of 1964 is classified generally to subchapter IV (§ 2000c et seq.) of chapter 21 of Title 42, The Public Health and Welfare. For complete classification of this Act to the Code, see Short Title note set out under section 2000a of Title 42 and Tables volume.

CHAPTER 38—DISCRIMINATION BASED ON SEX OR BLINDNESS

Sec.
1681. Sex.
- (a) Prohibition against discrimination; exceptions.
- (1) Classes of educational institutions subject to prohibition.
- (2) Educational institutions commencing planned change in admissions.
- (3) Educational institutions of religious organizations with contrary religious tenets.
- (4) Educational institutions training individuals for military services or merchant marine.
- (5) Public educational institutions with traditional and continuing admissions policy.
- (6) Social fraternities or sororities; voluntary youth service organizations.
- (7) Boy or Girl conferences.
- (8) Father-son or mother-daughter activities at educational institutions.
- (9) Institution of higher education scholarship awards in "beauty" pageants.
- (b) Preferential or disparate treatment because of imbalance in participation or receipt of Federal benefits; statistical evidence of imbalance.
- (c) Educational institution defined.

1682. Federal administrative enforcement; report to congressional committees.
1683. Judicial review.
1684. Blindness or visual impairment; prohibition against discrimination.
1685. Authority under other laws unaffected.
1686. Interpretation with respect to living facilities.

CHAPTER REFERRED TO IN OTHER SECTIONS

This chapter is referred to in section 1232 of this title; title 29 section 206; title 42 section 1988.

§ 1681. Sex

(a) Prohibition against discrimination; exceptions

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance, except that:

(1) Classes of educational institutions subject to prohibition

in regard to admissions to educational institutions, this section shall apply only to institutions of vocational education, professional education, and graduate higher education, and to public institutions of undergraduate higher education;

(2) Educational institutions commencing planned change in admissions

in regard to admissions to educational institutions, this section shall not apply (A) for one year from June 23, 1972, nor for six years after June 23, 1972, in the case of an educational institution which has begun the process of changing from being an institution which admits only students of one sex to being an institution which admits students of both sexes, but only if it is carrying out a plan for such a change which is approved by the Commissioner of Education or (B) for seven years from the date an educational institution begins the process of changing from being an institution which admits only students of only one sex to being an institution which admits students of both sexes, but only if it is carrying out a plan for such a change which is approved by the Commissioner of Education, whichever is the later;

(3) Educational institutions of religious organizations with contrary religious tenets

this section shall not apply to an educational institution which is controlled by a religious organization if the application of this subsection would not be consistent with the religious tenets of such organization;

(4) Educational institutions training individuals for military services or merchant marine

this section shall not apply to an educational institution whose primary purpose is the training of individuals for the military services of the United States, or the merchant marine;

(5) Public educational institutions with traditional and continuing admissions policy

in regard to admissions this section shall not apply to any public institution of undergraduate higher education which is an institution that traditionally and continually from its establishment has had a policy of admitting only students of one sex;

(6) Social fraternities or sororities; voluntary youth service organizations

this section shall not apply to membership practices—

(A) of a social fraternity or social sorority which is exempt from taxation under section 501(a) of title 26, the active membership of which consists primarily of students in attendance at an institution of higher education, or

(B) of the Young Men's Christian Association, Young Women's Christian Association, Girl Scouts, Boy Scouts, Camp Fire Girls, and voluntary youth service organizations which are so exempt, the membership of which has traditionally been limited to persons of one sex and principally to persons of less than nineteen years of age;

(7) Boy or Girl conferences

this section shall not apply to—

(A) any program or activity of the American Legion undertaken in connection with the organization or operation of any Boys State conference, Boys Nation conference, Girls State conference, or Girls Nation conference; or

(B) any program or activity of any secondary school or educational institution specifically for—

(i) the promotion of any Boys State conference, Boys Nation conference, Girls State conference, or Girls Nation conference; or

(ii) the selection of students to attend any such conference;

(8) Father-son or mother-daughter activities at educational institutions

this section shall not preclude father-son or mother-daughter activities at an educational institution, but if such activities are provided for students of one sex, opportunities for reasonably comparable activities shall be provided for students of the other sex; and

(9) Institution of higher education scholarship awards in "beauty" pageants

this section shall not apply with respect to any scholarship or other financial assistance awarded by an institution of higher education to any individual because such individual has received such award in any pageant in which the attainment of such award is based upon a combination of factors related to the personal appearance, poise, and talent of such individual and in which participation is limited to individuals of one sex only, so long as such pageant is in compliance with other nondiscrimination provisions of Federal law.

(b) Preferential or disparate treatment because of imbalance in participation or receipt of Federal benefits; statistical evidence of imbalance

Nothing contained in subsection (a) of this section shall be interpreted to require any educational institution to grant preferential or disparate treatment to the members of one sex on account of an imbalance which may exist with respect to the total number or percentage of persons of that sex participating in or receiving the benefits of any federally supported program or activity, in comparison with the total number or percentage of persons of that sex in any community, State, section, or other area: *Provided*, That this subsection shall not be construed to prevent the consideration in any hearing or proceeding under this chapter of statistical evidence tending to show that such an imbalance exists with respect to the participation in, or receipt of the benefits of, any such program or acitvity by the members of one sex.

(c) Educational institution defined

For purposes of this chapter an educational institution means any public or private preschool, elementary, or secondary school, or any institution of vocational, professional, or higher education, except that in the case of an educational institution composed of more than one school, college, or department which are administratively separate units, such term means each such school, college, or department.

(Pub. L. 92-318, title IX, § 901, June 23, 1972, 86 Stat. 373; Pub. L. 93-568, § 3(a), Dec. 31, 1974, 88 Stat. 1862; Pub. L. 94-482, title IV, § 412(a), Oct. 12, 1976, 90 Stat. 2234.)

REFERENCES IN TEXT

This chapter, referred to in subsecs. (b) and (c), was in the original "this title", meaning title IX of Pub. L. 92-318 which enacted this chapter and amended sections 203 and 213 of Title 29, Labor, and sections 2000c, 2000c-6, 2000c-9, and 2000h-2 of Title 42, The Public Health and Welfare. For complete classification of title IX to the Code, see Tables volume.

AMENDMENTS

1976—Subsec. (a). Pub. L. 94-482 in par. (8) substituted "this" for "This", and added pars. (7) to (9).

1974—Subsec. (a). Pub. L. 93-568 added par. (6).

EFFECTIVE DATE OF 1976 AMENDMENT

Pub. L. 94-482, § 412(b), provided that: "The amendment made by subsection (a) [to this section] shall take effect upon the date of enactment of this Act [Oct. 12, 1976]."

EFFECTIVE DATE OF 1974 AMENDMENT

Pub. L. 93-568, § 3(b), provided that: "The provisions of the amendment made by subsection (a) [amending this section] shall be effective on, and retroactive to, July 1, 1972."

REGULATIONS; NATURE OF PARTICULAR SPORTS; INTERCOLLEGIATE ATHLETIC ACTIVITIES

Pub. L. 93-380, title VIII, § 844, Aug. 21, 1974, 88 Stat. 612, provided that the Secretary prepare and publish, not more than 30 days after Aug. 21, 1974, proposed regulations implementing the provisions of this chapter regarding prohibition of sex discrimination in federally assisted programs, including reasonable regulations for intercollegiate athletic activities considering the nature of the particular sports.

SECTION REFERRED TO IN OTHER SECTIONS

This section is referred to in section 1682 of this title.

§ 1682. Federal administrative enforcement; report to congressional committees

Each Federal department and agency which is empowered to extend Federal financial assistance to any education program or activity, by way of grant, loan, or contract other than a contract of insurance or guaranty, is authorized and directed to effectuate the provisions of section 1681 of this title with respect to such program or activity by issuing rules, regulations, or orders of general applicability which shall be consistent with achievement of the objectives of the statute authorizing the financial assistance in connection with which the action is taken. No such rule, regulation, or order shall become effective unless and until approved by the President. Compliance with any requirement adopted pursuant to this section may be effected (1) by the termination of or refusal to grant or to continue assistance under such program or activity to any recipient as to whom there has been an express finding on the record, after opportunity for hearing, of a failure to comply with such requirement, but such termination or refusal shall be limited to the particular political entity, or part thereof, or other recipient as to whom such a finding has been made, and shall be limited in its effect to the particular program, or part thereof, in which such noncompliance has been so found, or (2) by any other means authorized by law: *Provided, however*, That no such action shall be taken until the department or agency concerned has advised the appropriate person or persons of the failure to comply with the requirement and has determined that compliance cannot be secured by voluntary means. In the case of any action terminating, or refusing to

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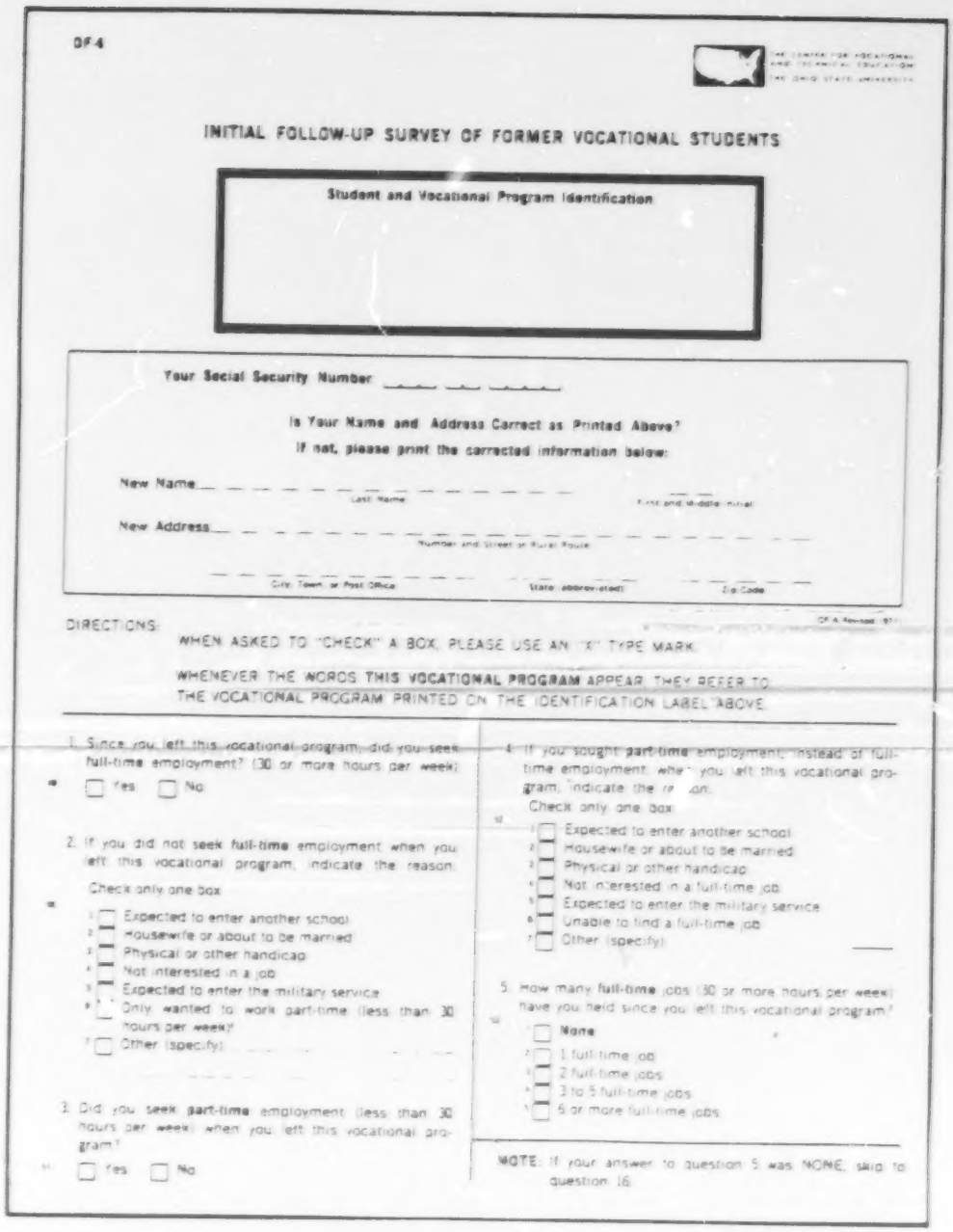
NOTES

Appendix B



DF 4

INITIAL FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

Student and Vocational Program Identification

Your Social Security Number ___ ___ ____

Is Your Name and Address Correct as Printed Above?
If not, please print the corrected information below:

New Name ___ (Last Name) (First and Middle Initial)

New Address ___ (Number and Street or Rural Route)

(City, Town, or Post Office) (State (abbreviated)) (Zip Code)

DF 4 Revised '81

DIRECTIONS:

WHEN ASKED TO "CHECK" A BOX, PLEASE USE AN "X" TYPE MARK.

WHENEVER THE WORDS THIS VOCATIONAL PROGRAM APPEAR, THEY REFER TO THE VOCATIONAL PROGRAM PRINTED ON THE IDENTIFICATION LABEL ABOVE.

1. Since you left this vocational program, did you seek **full-time** employment? (30 or more hours per week)
   - ☐ Yes ☐ No

2. If you did not seek **full-time** employment when you left this vocational program, indicate the reason.
   Check only one box.
   - ☐ Expected to enter another school
   - ☐ Housewife or about to be married
   - ☐ Physical or other handicap
   - ☐ Not interested in a job
   - ☐ Expected to enter the military service
   - ☐ Only wanted to work part-time (less than 30 hours per week)
   - ☐ Other (specify) ___

3. Did you seek **part-time** employment (less than 30 hours per week) when you left this vocational program?
   - ☐ Yes ☐ No

4. If you sought **part-time** employment, instead of full-time employment, *when* you left this vocational program, indicate the reason.
   Check only one box.
   - ☐ Expected to enter another school
   - ☐ Housewife or about to be married
   - ☐ Physical or other handicap
   - ☐ Not interested in a full-time job
   - ☐ Expected to enter the military service
   - ☐ Unable to find a full-time job
   - ☐ Other (specify) ___

5. How many **full-time** jobs (30 or more hours per week) have you held since you left this vocational program?
   - ☐ None
   - ☐ 1 full-time job
   - ☐ 2 full-time jobs
   - ☐ 3 to 5 full-time jobs
   - ☐ 6 or more full-time jobs

NOTE: If your answer to question 5 was NONE, skip to question 16.

Source: Guidelines and Practices for Follow-Up Studies of Special Population, Volume 2, National Center for Research in Vocational Education, 1979.

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6. If you got a **full-time** job when you left this vocational program:

What was your job? _____

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7. How closely did your **first full-time** job (30 or more hours per week) after leaving this vocational program relate to the training you received?

60 Check only one box

1 ☐ I was employed in the occupation for which I was trained by this vocational program
2 ☐ I was employed in a related occupation
3 ☐ I was employed in a completely different occupation

8. Did this vocational training program adequately prepare you for your **first full-time** job after leaving this training?

☐ Yes ☐ No

9. What was your **beginning hourly wage** on your **first full-time** job since leaving this vocational program?

62 Check only one box

1 ☐ $1.59 or less per hour
2 ☐ $1.60 to $1.99 per hour
3 ☐ $2.00 to $2.49 per hour
4 ☐ $2.50 to $2.99 per hour
5 ☐ $3.00 to $3.99 per hour
6 ☐ $4.00 or more per hour

10. How did you get your **first full-time** job after leaving this vocational training?

Check appropriate box or boxes below

☐ I got the job myself
☐ My family or friends helped me get the job
☐ The job placement services provided by the school helped me get the job
☐ The state employment service helped me get the job
☐ A private employment agency helped me get the job
☐ Other (specify) _____

11. What is the **most** you have earned on a **full-time** job since leaving this program?

68 Check only one box

1 ☐ $1.59 or less per hour
2 ☐ $1.60 to $1.99 per hour
3 ☐ $2.00 to $2.49 per hour
4 ☐ $2.50 to $2.99 per hour
5 ☐ $3.00 to $3.99 per hour
6 ☐ $4.00 or more per hour

12. If you have held two or more **full-time** jobs (30 or more hours per week) since you ended this vocational training, check one box below.

70
1 ☐ I was trained in school for my last job
2 ☐ My last job was related to this vocational training
3 ☐ My last job was not at all related to this vocational training

13. Indicate below the **location** of your present or most recent **full-time** employment.

_____ Village, Town, City

_____ County

_____ State

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14. If you are presently working, what is your job?

_____

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15. What **wages** are you presently earning?

28 Check only one box

1 ☐ $1.59 or less per hour
2 ☐ $1.60 to $1.99 per hour
3 ☐ $2.00 to $2.49 per hour
4 ☐ $2.50 to $2.99 per hour
5 ☐ $3.00 to $3.99 per hour
6 ☐ $4.00 or more per hour
7 ☐ I am unemployed

16. What is your **current employment status?**

Check the appropriate box or boxes below

☐ I am employed
  ☐ **full-time** (30 or more hours per week)
  ☐ **part-time** (less than 30 hours per week)
☐ I am **unemployed,**
  ☐ **but looking** for work
  ☐ and **not looking** for work
42 ☐ I am in the **military service**

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17. As best you know, what type(s) of **job placement service(s)** were provided by the school and the vocational program in which you were enrolled?

43
- ☐ A school placement service coordinated with the State Employment Service
- ☐ Vocational Teachers helped place students in jobs by making referrals
- ☐ Guidance Counselors helped students find jobs
- ☐ Other (specify)
- ☐ School had no placement services

18. After you got your **first** job (full-time or part-time) following this vocational training, have you ever again used any of the **job placement services** provided by the school or this vocational program?

☐ Yes ☐ No

If yes, check the service(s) you have used since getting your first job

50
- ☐ Coordinated service provided by school and state employment service
- ☐ Vocational teacher assistance
- ☐ Guidance counselor assistance
- ☐ Other (specify) _____

19. How many separate vocational courses did you take while enrolled in this vocational program?

_____ Courses
52

20. Did you enroll in this vocational program with the specific purpose in mind of getting skill training in order to get a job in this field.

☐ Yes ☐ No

21. Were you **satisfied** with the vocational training you received in this program?

☐ Yes ☐ No

22. Would you **recommend** this vocational program to others?

☐ Yes ☐ No

23. Since you left this vocational program, have you enrolled in any **additional education** program(s)?

58 ☐ Yes ☐ No

(CONTINUED NEXT COLUMN)

23. Continued.

If yes, check type(s) and purpose(s) below:

59
- ☐ **General education program(s)**
  - ☐ To raise my general education level
  - ☐ Informal, noncredit course(s)
- ☐ **Vocational program(s)**
  - ☐ To upgrade the vocational skills previously learned in this program
  - ☐ To learn a new occupation

What type(s) of vocational training program(s) did you attend?

- ☐ Private school(s)
- ☐ Public school(s)
- 67 ☐ Business or Industry

24. If you did enroll for additional education after leaving this vocational program, have you received (or do you expect to receive) one or more of the following:

☐ Yes ☐ No

If yes, check type(s)

- ☐ A certificate (type) _____
- 70 ☐ A diploma (type) _____
- ☐ A 2-year associate degree (major) _____
- ☐ A 4-year college degree (major) _____
- ☐ Other (specify) _____

25. Are you **now** enrolled in a **vocational** program?

☐ Yes ☐ No

26. Are you **now** enrolled in any **educational** program(s) other than vocational?

☐ Yes ☐ No

27. Are you interested in getting **more vocational** training?

☐ Yes ☐ No.

28. Are you interested in getting **more general** education?

77 ☐ Yes ☐ No

29. If you are interested in getting **more training of any kind**, indicate the type you are interested in:

_____

Continued on Next Page

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(DP-6 Revised 1971)

Your ideas and reactions in response to these questions would be appreciated.

Your comments will be kept strictly confidential.

30. What specific things about this vocational program have you found to be the most useful to you in your present job?

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31. What specific things about this vocational program have you found to be the least useful to you in your present job?

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32. Based on your experiences, what suggestions do you have for improving this vocational program?

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Department of Vocational &
Technical Education
University of Minnesota

(1) 0 7 (3) (8) (11) (13)

PLEASE LEAVE ALL RED SQUARES BLANK

Date (14) Month (17) Year

FOLLOW-UP QUESTIONNAIRE

ALL RESPONSES WHICH YOU GIVE WILL BE KEPT STRICTLY CONFIDENTIAL

GENERAL DIRECTIONS: Please complete ALL sections that apply. When you have completed the form return it in the enclosed return-addressed, stamped envelope. Your frank response is very important in order that the area vocational-technical institutes may continue to improve their programs.

I. PERSONAL INFORMATION

A. Name _____ (Last) (First) (Middle) B. Soc. Sec. No. (18) (26)

C. Present Address _____ (Street or Rural Route)

_____ (City) (State) (zip code)

D. Home Phone _____ (area code) _____ Work Phone _____ (area code)

II. ADDITIONAL TRAINING

A. Since attending the area vocational-technical institute, what further educational training have you taken part in: (You may check more than one.)

(27) [1] None

(28) [1] On-the-job training (employer-sponsored training program)

(29) [1] Public area vocational school programs

(30) [1] Private vocational programs

(31) [1] University, college and/or junior college programs

(32) [1] Apprenticeship

(33) [1] Specialized occupational military training

(34) [1] Other _____ (specify)

III. EMPLOYMENT INFORMATION – Present status

A. Are you presently employed, unemployed or unavailable for employment? (Check *only* one of employed, unemployed, or unavailable for employment.)

(35)

[ ] Employed

[ ] Unemployed (You are actively looking for a job but cannot find one.)

[ ] Unavailable for employment (You cannot accept a job for one of the following reasons. Please check appropriate reason.)

(36)

[1] Military

[2] Further training or education

[3] Illness

(36)

[4] Housewife or pregnancy

[5] Presently not working and not interested in employment

[6] Other _____ (specify)

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IV. JOB INFORMATION: (IF YOU HAVE NOT BEEN EMPLOYED AT ANY TIME SINCE GRADUATION FROM THE AREA VOCATIONAL-TECHNICAL INSTITUTE, SKIP TO SECTION IX, p. 4.)

DIRECTIONS: 1. If you were employed at any time since graduating from the area vocational-technical institute, *complete the following section of the questionnaire.*

2. Please supply the requested information for each of the following jobs held during the time since graduating from the area vocational-technical institute. (Include names and addresses.)

(1) First Job (first job after leaving vocational school) (37) (41) (42) (44) (45) (46)

Firm Name _____

Firm Address _____

_____

City _____

Job Title _____

Job Duties _____

_____

Immediate Supervisor _____

Check one: (47)
- [1] Full-time job
- [2] Part-time job

Check one:
- [ ] Job related to training
- [ ] Job not related to training

Number of *months* in this job since graduation from vocational school (48)(49) [ ][ ]

(2) Present Job (job you are presently employed in. If same as first job, write SAME.) (50) (54) (55) (57) (58) (59)

Firm Name _____

Firm Address _____

_____

City _____

Job Title _____

Job Duties _____

_____

Immediate Supervisor _____

Check one: (60)
- [1] Full-time job
- [ ] Part time job

Check one:
- [ ] Job related to training
- [ ] Job not related to training

Number of *months* in this job since graduation from vocational school (61)(62) [ ][ ]

(3) How many jobs, including your first and present job, have you had since leaving the area vocational-technical institute? (63) [ ]

V. ADVANCEMENT INFORMATION

A. Have you had a formal advancement in job classification (other than just salary increases) since taking your first job after leaving the area vocational-technical institute?

YES (64) [1] NO (64) [2]

B. NOTE: The following item need not be completed if you prefer not to complete it. Please do not include overtime when calculating your monthly salary. (Check the appropriate squares.)

	Under $250	250-299	300-349	350-399	400-449	450-499	500-549	550-599	600-649	650-699	700+	
First Job Monthly Salary Range												(65 66)
Present Job Monthly Salary Range												(67 68)
	01	02	03	04	05	06	07	08	09	10	11	

(1) (2)
0 8

VI. JOB SATISFACTION SURVEY: (IF YOU ARE NOT PRESENTLY EMPLOYED, SKIP TO SECTION VII.)

DIRECTIONS: The purpose of this survey is to enable you to express your feelings of satisfaction or dissatisfaction with your present job. Please answer all questions by placing an "X" in the appropriate square.

A. How do you feel about your present job?

(9)
- [1] Like it very much
- [2] Like it somewhat
- [3] Neither like nor dislike it
- [4] Dislike it somewhat
- [5] Dislike it very much

B. Considering the characteristics of your present job, rate the degree to which you are satisfied with each of the following:

	Satisfied	Not Sure	Dissatisfied		Satisfied	Not Sure	Dissatisfied
1. Salary	[1]	[2]	[3] (10)	7. Pace (speed) of work	[1]	[2]	[3] (16)
2. Fringe benefits	[1]	[2]	[3] (11)	8. Facilities and equipment with which to do the job	[1]	[2]	[3] (17)
3. Potential for advancement	[1]	[2]	[3] (12)	9. Working conditions	[1]	[2]	[3] (18)
4. Supervision and management	[1]	[2]	[3] (13)	10. Variety of work tasks	[1]	[2]	[3] (19)
5. Co-workers	[1]	[2]	[3] (14)	11. Job security	[1]	[2]	[3] (20)
6. Company policies and practices	[1]	[2]	[3] (15)	12. Safety conditions	[1]	[2]	[3] (21)

TRAINING PROGRAM QUESTIONNAIRE: (IF YOU ARE PRESENTLY EMPLOYED OR HAVE BEEN EMPLOYED AT ANY TIME DURING THE YEAR SINCE GRADUATION FROM THE AREA VOCATIONAL-TECHNICAL INSTITUTE, COMPLETE THIS SECTION OF THE QUESTIONNAIRE.)

DIRECTIONS: Please answer all of the following questions concerning the quality of the curriculum and the quality of the facilities and equipment associated with the program from which you graduated. Place an "X" in the appropriate square.

VII. CURRICULUM

A. In light of your experience on the job, how do you feel about the training you received in basic job-related (performance) skills at the area vocational-technical institute?

(22)
- [1] Excellent
- [2] Very good
- [3] Adequate
- [4] Inadequate

B. In light of your experiences on the job, how do you feel about the training you received in job-related general technical knowledge at the area vocational-technical institute?

(23)
- [1] Excellent
- [2] Very good
- [3] Adequate
- [4] Inadequate

VIII. FACILITIES AND EQUIPMENT

A. The equipment at the area vocational-technical institute in my training area was such that:

(24)
- [1] I found it very easy to adapt to the equipment on the job.
- [2] I had some problems adapting to the equipment on the job.
- [3] I found it very difficult to adapt to the equipment on the job.

B. In comparison to the facilities and equipment used on your present job, how would you rate your area vocational-technical institute facilities and equipment?

(25)
- [1] Area vocational-technical institute facilities and equipment were superior to those on the job.
- [2] Area vocational-technical institute facilities and equipment were similar to those on the job.
- [3] Area vocational-technical institute facilities and equipment were inferior to those on the job.

THIS SECTION IS TO BE COMPLETED BY ALL

DIRECTIONS: Please answer all of the following questions concerning the quality of instruction and the quality of the school and community services associated with the school from which you graduated. Place an "X" in the appropriate square.

IX. INSTRUCTION

A. How would you rate the teaching quality of instructors in your training program at the area vocational-technical institute?

(26) [1] Most of the instructors taught very well.
(26) [2] About the same number taught well as did not.
(26) [3] Most of the instructors did not teach well.

B. How would you rate the knowledge your instructors at the area vocational-technical institute possessed about their field?

(27) [1] Most were very knowledgeable.
(27) [2] About the same number were knowledgeable as were not.
(27) [3] Most were not knowledgeable.

C. How would you rate the interest shown by your instructors in your work progress at the area vocational-technical institute?

(28) [1] Most instructors were very interested in my progress.
(28) [2] Most instructors were somewhat interested in my progress
(28) [3] Most instructors did not seem interested in my progress.

D. How would you rate the extent to which your instructors at the area vocational-technical institute were up-to-date in their fields?

(29) [1] Most instructors were up-to-date.
(29) [2] About the same number were up-to-date as were not.
(29) [3] Most instructors were not up-to-date.

X. If you could start all over again, would you choose the same training program you received training in at the area vocational-technical institute?

YES (30) [1] NO (30) [2]

XI. SCHOOL AND COMMUNITY SERVICES

A. Who was the *greatest* help to you in securing your first job? (Check one.)

(31) [1] Instructor, or other area vocational-technical institute personnel
[2] Private employment agency
[3] Relatives or friends
(31) [4] State employment agency
[5] Other _____ (specify)
[6] Does not apply (I have not been employed during the year)

B. How would you rate the *quality* of the following services as provided by the *area vocational-technical institute*? If you did not take advantage of the service, or if the service was not available, check "does not apply." (Please check only one square for each item.)

	Excellent	Good	Poor	Does not apply	
1. Job Placement	[1]	[2]	[3]	[4]	(32)
2. Counseling with personal problems	[1]	[2]	[3]	[4]	(33)
3. Help in making career decisions	[1]	[2]	[3]	[4]	(34)
4. Help in securing part-time employment	[1]	[2]	[3]	[4]	(35)
5. Help in obtaining financial assistance	[1]	[2]	[3]	[4]	(36)
6. Help in securing housing	[1]	[2]	[3]	[4]	(37)
7. Youth organizations	[1]	[2]	[3]	[4]	(38)
8. Recreational programs	[1]	[2]	[3]	[4]	(39)
9. Study, library and other learning resource facilities	[1]	[2]	[3]	[4]	(40)
10. Health services	[1]	[2]	[3]	[4]	(41)

C. How would you rate the *quality* of the services and facilities provided by the *community* in which the vocational school is located? (Check appropriate square for each of the items.)

	Excellent	Good	Poor	Does not apply	
1. Housing	[1]	[2]	[3]	[4]	(42)
2. Job opportunities	[1]	[2]	[3]	[4]	(43)
3. Recreation facilities	[1]	[2]	[3]	[4]	(44)

Department of Vocational & Technical Education
University of Minnesota

_____ 19 _____

ALL RESPONSES YOU GIVE WILL BE KEPT STRICTLY CONFIDENTIAL

EMPLOYER QUESTIONNAIRE

DIRECTIONS: Please complete ALL sections of this form even if the employee no longer works for your firm. When you have completed the form return it in the enclosed return-addressed, stamped envelope. Your responses will in no way affect the employee.

I. PERSONAL INFORMATION

A. Employee name _____
(Last) (First) (Middle)

B. Indicated Employer _____ City _____

II. EMPLOYMENT INFORMATION

If the employee has worked or works for your firm, please have a supervisor familiar with the work of the employee fill out this questionnaire.

Employee's Job Description _____

Supervisor's Name _____ Date _____
(Last) (First) (Middle)

Supervisor's Position _____

PLEASE COMPLETE REMAINING PORTIONS OF THIS QUESTIONNAIRE

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(1) 0 9 (3) (8) (11) (12) (Leave blank)

EMPLOYEE PERFORMANCE SURVEY

DIRECTIONS: Please indicate your satisfaction with the employee as compared with other workers in the same work group. If the worker is the only person employed with your firm, compare him with others who have worked in the same position. This information will be kept strictly confidential. Please respond to all questions.

I. Total number of *months* employee has been employed by your firm ... [ ][ ] (13-14)

PLEASE RESPOND TO THE FOLLOWING QUESTIONS BY PLACING AN "X" IN THE APPROPRIATE SQUARE

II. In comparison with other workers in the same work group, how would you rate the employee on each of the following characteristics?

	above average	about average	below average	
1. The quality of employee's work	1	2	3	(15)
2. The quantity of employee's work	1	2	3	(16)
3. The degree to which the employee possesses specific job-related knowledge important to success on this job	1	2	3	(17)
4. The degree to which the employee is able to operate the equipment and apparatus used on the job	1	2	3	(18)
5. The degree to which the employee possesses basic reading, verbal and computational skills	1	2	3	(19)

III. In comparison to others in the employee's work group, how would you rate the employee on each of the following characteristics?

	above average	about average	below average	
1. Willingness to accept responsibility	1	2	3	(20)
2. Punctuality	1	2	3	(21)
3. Ability to work without supervision	1	2	3	(22)
4. Willingness to learn and improve	1	2	3	(23)
5. Cooperation with co-workers	1	2	3	(24)
6. Cooperation with management	1	2	3	(25)
7. Compliance with company policies, rules, and practices	1	2	3	(26)
8. Work attendance	1	2	3	(27)

IV. In comparison with other workers in the same work group, how would you rate the employee's over-all competency, effectiveness, proficiency, general over-all work attitudes, and other elements of successful job performance?

(28)

[1] In the top 1/4

[2] In the top 1/2 but not among the top 1/4

[3] In the bottom 1/2 but not among the lowest 1/4

[4] In the lowest 1/4

(1) 0 9 (3) (8) (11) (12) (leave blank)

EMPLOYEE PERFORMANCE SURVEY

DIRECTIONS: Please indicate your satisfaction with the employee as compared with other workers in the same work group. If the worker is the only person employed with your firm, compare him with others who have worked in the same position. This information will be kept strictly confidential. Please respond to all questions.

I. Total number of *months* employee has been employed by your firm ... [ ][ ] (13-14)

PLEASE RESPOND TO THE FOLLOWING QUESTIONS BY PLACING AN "X" IN THE APPROPRIATE SQUARE

II. In comparison with other workers in the same work group, how would you rate the employee on each of the following characteristics?

	above average	about average	below average	
1. The quality of employee's work	1	2	3	(15)
2. The quantity of employee's work	1	2	3	(16)
3. The degree to which the employee possesses specific job-related knowledge important to success on this job	1	2	3	(17)
4. The degree to which the employee is able to operate the equipment and apparatus used on the job	1	2	3	(18)
5. The degree to which the employee possesses basic reading, verbal and computational skills	1	2	3	(19)

III. In comparison to others in the employee's work group, how would you rate the employee on each of the following characteristics?

	above average	about average	below average	
1. Willingness to accept responsibility	1	2	3	(20)
2. Punctuality	1	2	3	(21)
3. Ability to work without supervision	1	2	3	(22)
4. Willingness to learn and improve	1	2	3	(23)
5. Cooperation with co-workers	1	2	3	(24)
6. Cooperation with management	1	2	3	(25)
7. Compliance with company policies, rules, and practices	1	2	3	(26)
8. Work attendance	1	2	3	(27)

IV. In comparison with other workers in the same work group, how would you rate the employee's over-all competency, effectiveness, proficiency, general over-all work attitudes, and other elements of successful job performance?

(28)

[1] In the top 1/4

[2] In the top 1/2 but not among the top 1/4

[3] In the bottom 1/2 but not among the lowest 1/4

[4] In the lowest 1/4

NOTES

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

Harry N. Drier ..... Consortium Director
Robert E. Campbell ..... Project Director
Linda A. Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
Karen Kimmel Boyle ..... Program Associate
Fred Williams ..... Program Associate

American Institutes for Research

G. Brian Jones ..... Project Director
Linda Phillips-Jones ..... Associate Project Director
Jack Hamilton ..... Associate Project Director

University of Missouri-Columbia

Norman C. Gysbers ..... Project Director

American Association for Counseling and Development

Jane Howard Jasper ..... Former Project Director

American Vocational Association

Wayne LeRoy ..... Former Project Director
Roni Posner ..... Former Project Director

U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard ..... Project Officer
Holli Condon ..... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
Past President
National Parent-Teacher Association

Dr. Frank Bowe
Former Executive Director

Ms. Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr. Robert L. Craig
Vice President
Government and Public Affairs
American Society for Training and Development

Dr. Walter Davis
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AFL-CIO

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Senior Legislative Associate
(representing Congressman Bill Goodling)
House Education and Labor Committee

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American Enterprise Institute

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National Governors' Association

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Congressman/Ohio
U.S. Congress

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Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING
- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING
- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING
- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING
- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING
- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

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